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EDITOR'S NOTES

The recent announcement of the death of Vernon Fowke has saddened all CAUT old-timers. The commemorative editorials of Bora Laskin and Doug Cherry, found elsewhere in this number of the *Bulletin,* pay fitting tribute to the memory of this association pioneer. I cannot, however, refrain from expressing briefly my own feeling of gratitude for the example and inspiration which Vern provided at a time when CAUT might well have died a-borning. He was one of our first presidents, before the days of the Central Office and Executive Secretary. At that time a local Faculty Association furnished the President, Secretary and Treasurer for CAUT for a period of two years. During their term of office these three provided most of the leadership, accepted the major responsibilities and bore the burdens of an organization with almost no resources, no prestige - an organization whose purposes and ambitions were seriously questioned, even frowned upon not only by university administrators but by some "conservative" academics as well. The never faltering faith and courage of Vernon Fowke, combined with his simple dignity and unquestioned integrity, were contagious and enabled CAUT to pull itself up by its own bootstraps. All who knew Vern were the richer for it — we are all poorer for his passing.

* * *

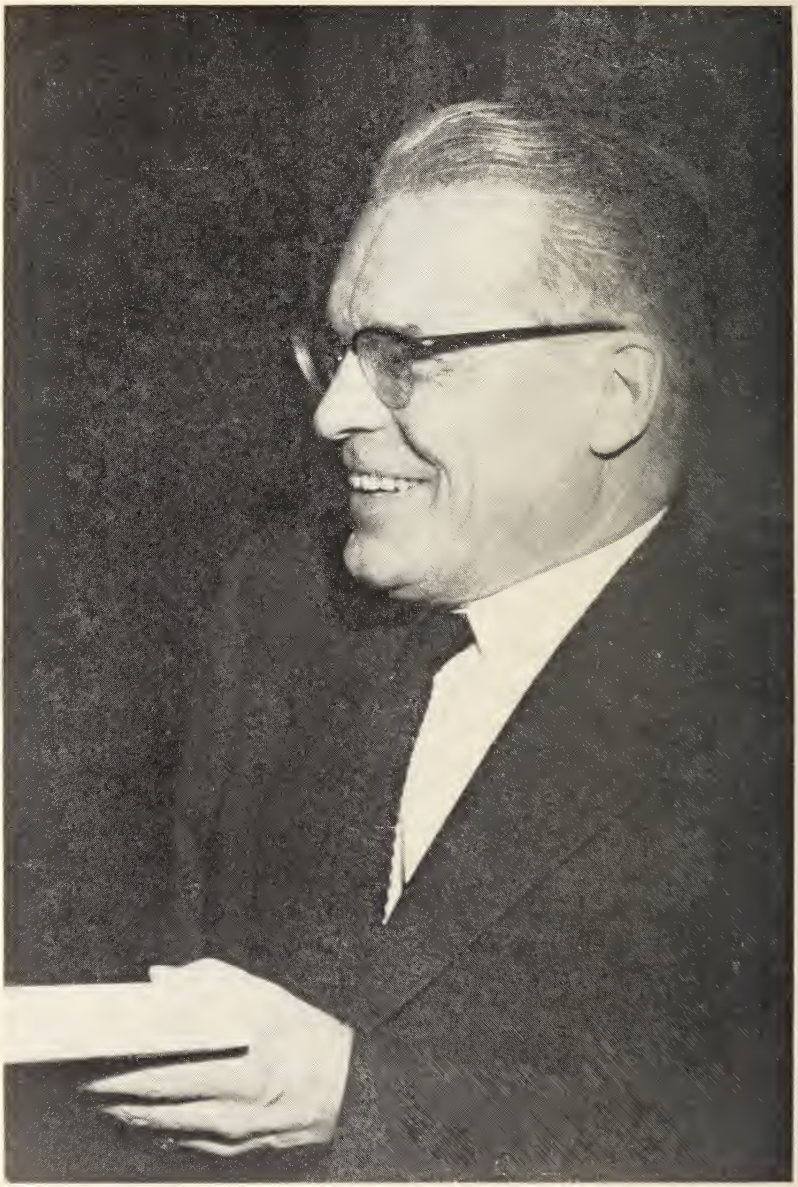
It had been our hope and intention to publish in this issue critiques of the Duff-Berdahl report prepared by representatives of the academic, administrative and student bodies of the university community. Various delays have made it impossible to carry out that plan. As we go to press none has been received. Should any reach us before page proofs must be oked, they will be slipped in. Others will have to be deferred until October. It should be explained that a minimum of four-five weeks is required for seeing the bulletin copy through galley proof, page proof, printing, binding, mailing. We would be

tempted to delay the April number until May were it not certain that many academics would have left for the summer before their copies could reach the campus. We hope that the critiques will still serve a very useful purpose when they finally appear in October. The D-B report itself will be generally available long before you receive this copy of the *Bulletin.*

* * *

As was announced earlier, the Central Office will assume responsibility for editing the CAUT *Bulletin* beginning with the next number. The present editor retires feeling both relief and regret. The job is now too heavy for a full time academic and knowing that so many corners must be cut all the time produces too great a feeling of frustration. On the other hand there have been satisfactions and a good many very pleasant associations which will be missed. To all those who have helped during the year by writing special articles, reviews and reports, I give very sincere thanks. To my as yet unnamed successor, I offer my sympathetic best wishes.

R.W.T.



VERNON CLIFFORD FOWKE
1907 - 1966

VERNON CLIFFORD FOWKE

Several years ago I had the honour to offer the citation on behalf of the C.A.U.T. on the occasion of the admission of Professor Vernon C. Fowke to honorary life membership. Included in what I said was the following paragraph:

> "Institutions no less than buildings must have their foundations well and truly laid. The C.A.U.T. has been particularly fortunate in its founders, and in none more than in Vernon Fowke. But Vernon Fowke has done more than merely set foundation stones in place. He has contributed to the grand design of the organization that honours him tonight and has lavished on it not only his energies but his scholarship; a scholarship that recognizes the need to apply the mind of the teacher to a study of the institutional arrangements in which he may best realize a deserving freedom to pursue his tasks of teaching and research."

The death of this superbly balanced academic man, this gentle and courageous scholar, has filled me with personal sorrow, much beyond the sadness that will touch the entire Canadian academic community that has been so suddenly bereft. I came to know him well during our association as a Committee of Investigation into the Crowe Case. It is now more than seven years since Vernon Fowke as Chairman of the Committee and on its behalf issued the Report in the case. The report will repay rereading, not to rake up the ashes of a sordid affair on which the conscience of the organized academic community was roused, but to reflect on Vernon Fowke's exposition of the ingredients of academic dignity and what freedom means in an academic context. He eschewed arbitrariness in the environment in which university staff must work as much as he eschewed it in habits of mind. I am but one of many who felt his inspiration and learned through it what community means in the far-flung world of Canadian universities and colleges. He brought honour to his calling of professor of economics by his research and his writings; but equally, he brought honour to the profession of university teaching as such by his exertions and by his example. He will forever be linked with the C.A.U.T. to which he gave so much of his strength when it was so sorely needed in its formative years.

Bora Laskin

Despite a physical handicap that would have discouraged many men and embittered some, Vern Fowke was a complete man, and a complete university man. For over thirty years at the University of Saskatchewan his teaching defined for students the meaning of intellectual discipline; his rigorous pursuit of the truth of economic history

was balanced by gentleness and patience with students and a tolerance of human weakness.

He was the author of two books of economic history and co-author of a third, and published more than thirty research papers, journal articles, and briefs. The quality of his scholarship was attested to by his appointments as Harold Innis Visiting Research Professor at the University of Toronto and as Visiting Research Scholar at Stanford University, where he died.

His profound concern for the dignity of the profession of university teaching led him into uncounted hours of work and strain on behalf of his colleagues: as a founder of C.A.U.T., as chairman of the University of Saskatchewan Faculty Association, and as president of C.A.U.T. from 1954 to 1956. The strength of the Faculty Association at Saskatchewan is in large part due to Vern's leadership in the early days: the Board of Governors could not dismiss as mere malcontents the members of an Association whose chairman constantly appeared in negotiations with the Board as a man of scholarship, wisdom, fairness and rock-hard integrity. These same qualities came to the aid of C.A.U.T. in its most critical period, 1958-59, when Vern and Bora Laskin, as a committee of C.A.U.T., investigated the dismissal of Professor H. S. Crowe from United College, Winnipeg; their expert handling of the investigation and their balanced and thoughtful report enhanced the reputation of C.A.U.T. throughout the nation.

In the recent struggle by Canadian university teachers to achieve a long overdue role in the government of universities, and to transform them into genuinely democratic communities, Vern Fowke was again in the van. His "The University Teacher and the Crisis in Higher Education in Canada" (with J. Percy Smith), "Who Should Determine University Policy?" and his chapter in *A Place of Liberty* were read with attention and respect, particularly by university administrators and governors, who knew that Vern Fowke had demonstrated his own capacity for public service in a democratic community by membership on a dozen Royal Commissions and special government committees.

Among the many honours bestowed on him, Vern Fowke prized highly his election to honorary life membership in C.A.U.T.: he was among the first three so honoured. He once remarked that the high opinion of one's colleagues was worth striving for. In fact Vern Fowke did not strive for his colleague's esteem; in striving for and achieving excellence as a teacher and scholar, and in serving the academic community and the nation with distinction, he gained the esteem of his fellows as few men have.

D. R. Cherry

PROBLEMS OF CANADIAN ACADEMIC LIBRARIES

In this age of student agitation and professorial ferment the library on many campuses seems to stand as a citadel of conservatism and sleepy scholarship. This image is out of focus; changes are occurring steadily and at an accelerating pace in the pattern of library service and in the development of library resources. This contention is borne out by any set of statistics covering recent years.

On almost every campus the library is operating under pressure, and this pressure is likely to build up to a dangerous level in the next few years unless there is careful planning now for future library resources and services. Though the library is sometimes declared to be the "heart" of a university, too often little attention is paid to it until there is a malfunctioning, caused usually by strain. The causes of the pressure are those three explosive elements in academic communities today, burgeoning student enrolment, proliferating graduate and research programmes, and the information explosion.

Planning now is imperative if a university is to have a standard of library service adequate for the teaching programmes and student bodies of the 1970's. A library building, like any campus construction project, requires a minimum of three or four years from proposal to completion. Book collections in the strength and depth required for graduate research and subject specialization are not gathered overnight. Until a university has formulated its long-term programme of instruction and enrolment, the library, as a service unit responsive to demands, cannot draft plans; too often librarians are unable to discover from teaching departments and from committees what a university's long-range objectives are.

The Canadian Association of College and University Libraries (CACUL) in its "Forecast of the cost of academic library service in Canada, 1965-75", a brief to the Bladen Commission on the cost of higher education, made the following points which indicate the scale of development on which librarians are thinking: that ten percent of institutional operating budgets be considered a minimum for the ordinary operation and development of established libraries during the next ten years; that for purposes of planning, the operating cost of Canadian academic libraries over the next ten years be estimated at an

average annual total of $50,000,000; that the construction and enlargement of library buildings is likely to require between $110,000,000 and $145,000,000 in the next ten years. To place the above recommendations in proper perspective — the present average expenditure of academic libraries as a percentage of total institutional budgets is about five percent, while the total expenditure in Canada on academic libraries in 1965 probably did not run much beyond $10,000,000.

Every major library needs to make decisions on its rate of growth, its size, and its policy on collection building. The information explosion dictates that every library in its acquisitions programme must run faster and faster to remain in the same place in the race for excellence. From the out-pouring of the world's presses is an institution to collect as comprehensively as funds will permit or is it to be selective, building in strength in certain subject fields? Needless to say, decisions taken now on rate of growth of the library will affect the future teaching programme of the institution and its rating among other institutions. Three academic libraries this year will have million-dollar budgets for library materials. In all likelihood, libraries in Canada within the next few years will sort themselves into groups according to decisions, or lack of them, on future development. Some will collect in mass and depth in limited areas only, others will just collect. A few will collect on a massive scale which will make them mega-libraries by the turn of the next century.

Sir John Wolfenden has observed that in time Great Britain would be covered completely by cemeteries and libraries. If the information explosion continues unchecked, in time storage libraries may occupy all the quadrangles and parking lots of every campus on this continent. Now that the pill offers some promise of curbing the population explosion, perhaps an anti-authorship tablet may some day be needed to control the fecundity of the five-research-papers-a-year men. Though this would help the library storage problem a research team would have to study the side-effects on campus life before the dosage could be given wide distribution.

University administrations and faculties anxious to develop library resources appreciate the size of funds required for the purchase of books, but underestimate the administrative cost of establishing and maintaining book collections. Studies have shown that for each dollar spent on books, another dollar must be provided for the salaries of

staff to order and catologue library materials. An additional cost often overlooked is storage. Since library building construction costs are at least $20 per square foot and since normal stack storage allows ten books per square foot, then for every book added $2 will be required for construction. On top of this will be the purchase of steel racks which will add another 25 cents per book. Thus, a book budget of $100,000, which may buy about 15,000 books, requires a total expenditure of $233,000.

Even the libraries with large book funds must exercise selectivity in collection building. However, in libraries with massive collection building programmes the trend is away from selecting by individual title and toward blanket ordering (which means accepting all books published) in certain subjects and countries, and from selected presses. The order librarian in an institution proposing a most ambitious book-collecting programme remarked that it was not the addition of two and half million volumes that caused her concern, but *which* two and a half million. A prominent librarian recently said that among large libraries a kind of insanity in book buying rages now, with some books being purchased which are useful mainly as status-symbol statistics. Libraries are influenced by a now-or-never philosophy in the knowledge that out-of-print books are becoming scarce on the second-hand market.

On most campuses the teaching staff has been heavily involved in book selection, but increasingly the responsibility for selection must devolve on library staff, for the following reasons. With larger book budgets professors find book selection an onerous addition to teaching duties; the interest and care exercised in selection varies from one teaching department to the next; some areas of knowledge, as for instance inter-disciplinary ones, tend to be overlooked; the need of undergraduate students for general treatises in multiple copies is neglected in graduate-oriented institutions; and finally, the flow of book requisitions into the book order department is sporadic, making it difficult for the library processing departments to plan their work flow. If the library is to be responsible for book selection, a prerequisite is the formulation of an acquisitions policy which should be a joint undertaking of library and teaching departments; the policy should be designed to support the institution's present and future teaching programme. Finally, the library needs trained staff with specialized subject knowledge able to make value judgements in book selection.

With soaring book funds, libraries are certain to experience difficulty in selecting and ordering books because of the paucity of staff with this bibliographical and book-trade knowledge. Further along the processing line cataloguers are in short supply and as a consequence nearly every academic library over the next few years will develop a backlog of uncatalogued books, which in larger libraries may run to tens of thousands. The library administrations of two libraries predict backlogs of 40,000 and 60,000 volumes respectively this coming year.

Well might it be asked why there is such an acute shortage of professional librarians at a time when university faculty and students are demanding additional service, why hard-pressed library staffs are forced to conduct holding operations when they know they should be expanding service. Smaller libraries have been hampered by staff shortages for years, but now that the larger libraries are beginning to operate at the disaster level perhaps remedial action can be expected. In projecting national need for professional librarians, projectors have been influenced by the staff needs of public libraries. which until recent years constituted the greater market for librarians, and did not anticipate the rapid rise in demand of universities for librarians, particularly technical services librarians. In the opinion of the writer the operation of academic libraries in this country will, through lack of trained staff, and commencing in the academic term 1966, drop from the crisis level to the disaster level and remain there for at least three years.

The present Canadian schools of librarianship have not the facilities to expand enrolment on the scale needed to bring the supply of librarians anywhere close to the demand. Two new Canadian schools have been announced, at the universities of Alberta and Western Ontario, but neither will graduate students before the summer of 1968.

The provision of training facilities is not enough; assistance in the form of bursaries and scholarships must be made available on the same generous scale to students entering the library profession as to other post - B.A. students. The Dominion Civil Service and the National Research Council Library have recently announced financial assistance to persons taking library training with a view to entering their library service on graduation; university libraries might well offer similar inducements.

The number of professional staff in the public service departments of many libraries falls below the level recommended by CACUL in its

"Guide to University Library Standards." The demands of graduate students on public service departments is infinitely greater than those of undergraduates. Again, there is a need for librarians with subject specialization and reference experience.

While a public institution of any kind is subject to criticism, a university library's public service departments are particularly open to criticism, for the clientele tends to be individualistic in outlook, impatient with delays, fretful at regulations, and only too ready to charge that "the library is run for librarians." Certain library regulations are subject to perennial debate on any campus; how long should the loan period be; should faculty and graduate students have special loan privileges; are fines too stiff; should periodicals be restricted to the library; has the library the right to check users' bags and books at the exit; and always there is the question of hours of opening. So the librarian canvasses faculty opinion and when the replies are tabulated —40% support the status quo, 40% want change, and the others don't know what they want.

A library's organizational pattern must adapt to meet changing conditions, particularly when obvious pressures develop on library services. For example, on larger campuses, particularly those with strong graduate programmes, the trend is towards the development of undergraduate libraries. On some campuses a contentious issue is that of decentralization of library services. Librarians traditionally oppose decentralization, since too often it leads to scattered ineffectual book collections with a low level of service; but librarians recognize that when a campus becomes large and complex some library decentralization is inevitable and desirable. Decentralization should be carefully planned; any separate library unit should be large enough to justify proper staffing and servicing. In general the operational pattern of an academic library can only be developed when studied in close relation to the specific needs of the institution.

The library administrator is confronted by problems of policy, organization, finance, space and staff, problems becoming increasingly complex by the year. The librarian must have the sympathetic support of university administration and faculty. He must have a direct line of communication to senior administrative officers, and be involved in university policy-making committees. The library committee has a key role in library-faculty relations. The committee should advise, formulate broad library policy, present faculty opinion to the library adminis-

tration, and last but not least explain the policies and problems of the library to the faculty. Library development on the scale anticipated on many campuses will require the co-operation and forbearance of faculty and students during the period the library is cramped with its growing pains.

The development of mechanical and automated procedures may have a profound effect on the operation of academic libraries, but many will probably operate along traditional lines for some years to come. Library science journals in recent years have carried reports of automated processes in operation in certain libraries, but on investigation few of these schemes have shown advancement beyond the experimental stage. Academic libraries are following developments closely and indeed some libraries have either automated some processes or have immediate plans. Of the schemes which are operational, the best known is the automated bibliographic data control system of the Ontario New Universities Library Project, centered at the University of Toronto under the direction of Ritvars Bregzis. As this paper goes to press library administrators representing the libraries most actively engaged in planning or operating automated processes are meeting at Laval University to exchange information. At the forthcoming annual meeting of the Canadian Association of College and University Libraries the report of the Committee on Automation, which is acting as a clearing house of information, will acquaint academic librarians with the latest developments in Canada.

Certain library procedures lend themselves more readily than others to mechanical or automated processes. At least two Canadian academic libraries have mechanical circulation control systems. Some American libraries have successfully automated serials records. One Canadian library is automating its acquisitions routines commencing in April. In the area of cataloguing there is the ONULP project mentioned in the paragraph above. The long-term objectives of experiments with the automation of library processes are well set out by the Library of Congress Information Systems Specialist Office:

> The first goal is to discover how automation can improve the operations of the Library itself and thus improve control of the collections, increase the speed of service, and eliminate the duplication of records. The second goal is to re-examine the bibliographic control apparatus in order to determine to what extent the manipulative techniques of the computer will permit different approaches to information handling.

> The latter goal includes the development of techniques to convert existing files to machine-readable form, increasing, in time, the depth and flexibility of the Library's subject indexing, and the development of languages to permit a man-machine dialog of information stored in digital form.[1]

By way of summary, it is now feasible to store bibliographical information in machine-readable form and to recover it in a variety of arrangements through print-outs, although the economic desirability of this may vary from campus to campus. Information retrieval, except in specialized fields of knowledge, is some distance in the future. While automation promises to be of considerable aid to university libraries within the foreseeable future it should be borne in mind that libraries will have to rely primarily on traditional methods during the next few years while the experimentation now underway is completed and consolidated. It should also be borne in mind that the extent to which any one library can take advantage of automation will depend in large part on the availability of suitable computing equipment on its campus.

Automation and improved techniques of communication may make possible the development of a system of automated research libraries with a regional, trans-Canada and international hook-up for the speedy transmission of bibliographic and other information. If this is to come about there must be planning at the national level.

In Ontario the Committee for the co-ordination of academic library services (COALS, or the Klinck Committee) has been organized, with one faculty member and one library administrator from each of the province's colleges and universities, to discuss mutual problems and to work toward greater inter-library co-operation. The Atlantic Provinces have an association of academic librarians. The organization of regional groups suggests a broad assault on the problems.

The formation of the Canadian Association of College and University Libraries (CACUL) in 1964 has given academic librarians an identity and an awareness of common problems in this challenging era in higher education. Last year two CACUL committees completed studies and published reports which are basic documents for anyone

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[1] McCormick, Adoreen, and Herbert A. Carl "Library of Congress assistance to the nation's libraries" in *American Library Association Bulletin,* February 1966, p. 162.

concerned with academic libraries in this country. The reports are "Guide to Canadian University Library Standards" (Harland Committee) and "Forecast of the cost of academic library service in Canada, 1965-1975" (Blackburn Committee), the latter a brief to the Bladen Commission. The roster of CACUL committees indicates the current interests of this association: Academic status; Automation; Library orientation programmes; Library standards; Microfiling of early Canadian educational periodicals; Positions classifications and salary schedules; and Problems with the Canadian Customs Department.

The Association is working closely with the Association of Universities and Colleges of Canada in organizing a national study of the problems of university and college libraries. Any discussion here of plans for the survey and study would be premature since these are still in the formative stage; the tentative title suggests the intent: "A study to provide guidelines for the development of the resources and services of academic libraries". Organizational plans are expected to be completed by early summer, at which time librarians and university administrations will receive information on the purpose and scope and be asked to lend their support to a study which it is hoped will immeasurably benefit higher education.

Bruce Peel,
Chief Librarian,
University of Alberta,
Edmonton, Alberta.

IMPLICATIONS OF THE COMPUTER REVOLUTION

1. Introduction

A fundamental ingredient in technology and art is the material substratum from which an object can be made. The material may be as inert as the stone in a brick or a statue or it may be a mechanism in which the latent energy requires no more than an instruction to set an army of operational units in motion. This kind of active potentiality is found in living organs such as the muscles. It is also to be found in the Electronic Digital Computer.

We may use the computer to do routine mechanical work or as a sophisticated intellectual instrument, a kind of extension of the physiology of the brain. Or we may prefer to reflect on its operation as a device for transforming information. If we adopt the viewpoint that these uses are in no way exclusive, we shall have an idea of the very extensive growth of computer use on the university campus.

In this article, I shall outline the main applications of computers in the university and their effect on intellectual life. I shall also describe briefly the nature of computer science and present some recommendations for the future.

2. Computers Serving the University

We shall begin the survey of computing activities with a discussion of computing service. Within the university, computing service centres differ from one another in function, mode of operation and method of reporting. There are three principal divisions: administrative service, scientific information service and teaching. The three centres are not necessarily separate. In many universities, they may be joined under one or more divisional managers. However, there will still be some sectioning depending on differing responsibilities.

The complement of staff of a centre, regardless of function, is made up of electronic technicians, operators, key punch operators, programmers and systems analysts. Of these, the most important are the systems analysts whose function is to bridge the gap between the fields of application and computer technology.

Service centres for administrative computing have become indispensible in the university. They are usually modernized versions of the data processing centre although many universities have advanced into the computer age without going through the intervening stages. A university which has an automated accounting and registration system benefits not only from the mechanization of particular procedures but also from the accessability of the data which is thereby made available for the increasing number of reports demanded of the university by outside agencies. A most significant development in this connection is the wide-spread use of a universal business language known as COBOL (Common Business Oriented Language). This language, which was specified by the U.S. Department of Defence and is independent of computing machines, has enabled universities to develop libraries of programs for various administrative procedures without the risk that they would be outdated with the advent of a new computer.

The scientific computing centre is designed to provide a direct service for the faculty. This service is usually identified with research, but it is often difficult to draw the line between information required as background for teaching and information connected with the discovery of new results. Actually, much of the use of computers by the faculty is a replacement of work formerly done in the library and the place of the machine in this context is to provide instant information in a sufficiently short period of time to be useful.

The structure of the scientific centre differs considerably from that of the administrative centre. This can be perhaps best explained by the fact that a scientific centre must lead as well as follow research and consequently must incorporate a high degree of flexibility. There are problems of optimizing the use of the machine, of keeping up to date the great variety of languages, such as COBOL, ALGOL, FORTRAN, SIMSCRIPT, LISP & COBOL and the work of integrating them into the overall software system. There is also the increasing requirements of on-line applications such as those associated with engineering and medical work.

The third type of centre deals with teaching the use of the computer. With the advent of small, relatively inexpensive machines, it is now possible for most teaching groups to have a machine for their own use. In addition to general purpose computers, there are also inexpen-

sive, special purpose machines for teaching the principles of process control.

The separation of the three functions into administrative service, academic service, and teaching is advisable because of the different methods of operation and reporting. However, the separation of functions does not necessarily imply separate computers since the same machine may be used for different applications. Also, with the advent of time-sharing, computers in the future are likely to be linked together even when they are located in different buildings. When this situation becomes a reality, computer facilities will probably provide a kind of public utility which the different departments of the university will share in much the same way as they now share electrical power.

3. A New Science

The growth of a new science in this decade is abrupt and unpredictable. One day you realize that it has emerged from the vast cellars of technology and theory with barely a warning as a nearly grown plant with many branches. This is in fact the story of the development of Computer Science; the new science which is having an effect on this decade as profound as the great development of theoretical physics in the first quarter of the century. Computer Science should not be confused with the important service aspects of computers which have already been touched upon. It has to do rather with the study of processable information as indicated in this excerpt from the ACM Communications (Vol. 8, 1965, p. 543): "Computer Science is concerned with *Information* in much the same sense as physics is concerned with energy: it is devoted to the *representation, storage, manipulation and presentation* of information systems. As physics uses energy transforming devices, computer science uses energy transforming devices. Some forms of information have been more thoroughly studied and are better understood than others; nevertheless, all forms of information — numeric, alphabetic, pictorial, verbal, tactile, olefactory, results of experimental measurement, etc. — are of interest in computer science."

This statement needs to be expanded if it is to include the main components of Computer Science education. In broad outline, it should also include the nature of sequential machines as they are studied in the Theory of Automata, the mechanical aspects of linguistics as they

are found in the Theory of Formal Languages and the aspects of feedback, stability and structure which are studied in Cybernetics and the Theory of General Systems. However, the essential ingredient is the scientific study of information.

Information is structure and relation combined. It becomes interesting scientifically when it can be manipulated mechanically and since this is done by sequential machines, the abstract theory of these machines becomes another ingredient in Computer Science. Information is tendential in nature. Like the famous "one hand clapping" of Zen, it is nothing without the fulfilment of the relation, in this case, to the receiver. Since this relation implicates the system in which the information is to be found, there is a logical basis for including in Computer Science, the study of the Theory of Systems.

Perhaps some examples might be given to indicate the wide implications in other studies. Referring first to mathematics which provides computer science with its working apparatus, we notice the great value of the disengagement of the concepts of algorithm and heuristic, from the main stream of mathematical thought. A part of computer science has a close affinity in this connection with Recursive Function Theory. In psychology and the social sciences, there is a close liaison in the study of language and the structuring of thought processes. In philosophy, we may note the relationship to symbolic logic or the recent influence of cybernetics on the development of Marxist Theory. Finally, in literature, it is appropriate to mention the work of Marshall McLuhan in communications. His statement that the medium is the message is meaningful to the computer scientist. Other examples might be mentioned. However, I think that enough have been given to indicate the scientific and speculative value of computer science.

4. The Danger of the Computer Revolution

In order to bring out the dangers of the computer revolution it is useful to compare its possible harmful effects with those of atomic power. This is a valuable comparison in other respects since in both there is a dual aspect of technological development accompanied by new insights into the physical world.

Insofar as the danger to mankind is concerned, the threat of atomic power is characterized by the aspect of total destruction. One has had to learn to live with the possibility of misuse of this power in

much the same way as the bank teller learns to live with the possibility of the gunman at five o'clock. For the sake of mental health, one can only do what he can by way of preparation and then live in the assumption that it won't happen. As a danger to society, the computer revolution is not so abrupt. Its bad effect is much less like a stoppage of blood than a kind of arterial sclerosis. For it is the kind of creeping paralysis which is well under way before it is noticed.

At first sight, the main threat of computers appears to be the social upheavals resulting from automation. And of course, there are real dangers in this effect. However, the most serious dangers lie in the more fundamental fault of a careless and uncritical attitude. For it is the simple truth about man that when he is asleep his life is run by machines. The literal truth of this statement may be confirmed by the physiologist. Its figurative truth is less obvious although it has been the theme of many thinkers in recent years. If there is one note which is sounded above others, it is to warn against the tendancy to think in terms of machines rather than of living organisms. Thus, for example, Louis Mumford in the *Culture of Cities* (p. 303) observes that ". . . So long as the machine was uppermost, people thought quantitatively in terms of expansion, extension, progress, mechanical manipulation, power. With the organism uppermost, we begin to think quantitatively in terms of growth, norms, shapes, inter-relationships, implications, associations and societies. We realize that the aim of the social process is not to make men more powerful, but to make them more completely developed, more human, more capable of carrying on the specifically human attributes of culture — neither snarling carnivores nor insensate robots. Once established, the vital and social order must subsume the mechanical one, and dominate it: in practice as well as in thought."

An over-emphasis upon machines is equivalent to a loss of dimension. An interesting example of how dimensionality is lost in computer work may be taken from the analysis of X-ray plates of chromosomes. Prior to photography, the globular cell is flattened and the dimensionality reduced from three to two. The cell is then subjected to computer analysis but the properties which are examined are only those which are invariant in this destructive transformation.

The loss of dimension is an obviously acceptable consequence so long as the limitations are kept in mind. However, a similar reduction

occurs in the widespread use of Operations Research in economics and in education. Unfortunately, there has not yet developed a satisfactory critical environment which sets the use of efficiency considerations in their proper place.

The fact that such an environment does not exist points to a closely associated political danger. Aside from deadening of spirit, the most alarming feature of computers is that they make gigantism possible. That is to say, that organizations which would otherwise separate into smaller units can be held together by means of communications networks in which computers play a dominant role. Taken along with social factors such as apathy toward freedom, information as a source of power and shortness of time for decisions and this trend toward gigantism becomes not merely possible but inevitable.

I would not like to leave this subject without pointing to the fact that I see the computer revolution as an event which adds a new quality to an old effect rather than bringing out something original. The deadening of spirit and gigantism of which I have been speaking are well known to anthropologists studying ancient civilizations. There is nothing obscure or mysterious about these things and nothing in my view, which has to be kept in mind so much as the often-quoted remark that man must dominate machines and turn them to his advantage, or let them become an instrument of his bondage.

5. Recommendations

The furthering of the scientific and service aspects of computing machines requires effort in a number of directions. On the practical side there is still a need to see that university centres are adequately provided with computers and with staff. Eventually, this will grow out of the demand. However, it is necessary to plan well if we are to avoid a clash of interest and inadequacy of facilities later on. A procedure which has been very effective in many universities is the establishment of an advisory committee which is made up of a cross section of senior administrative officers of the university as well as the professors and systems analysts who have experience in computer applications. This committee, which cuts across academic and administrative boundaries can be a very favourable environment for cooperation.

There is still a great need for trained computer personnel, particularly systems analysts. Although it is probable that programmers

and others may obtain their training in secondary schools and technical institutes, the training of systems analysts would seem to be a university responsibility with subsequent training in industry.

The development of industry-university cooperative schemes in the training of systems analysts is a very important project for the progress of this country. There is abundant evidence that the successful completion of an integrated system depends primarily, not on the director who oversees it, nor the programmer who executes it, but on the conceptual ability of the systems analyst who conceives it. This is no less true of any branch of systems work whether it is accounting and data processing, operations research and scientific applications or computer systems and software. It will be of increasingly greater concern as large computer utilities become operative.

Nevertheless, the university's objectives do not end with the training of professionals. They should also include an approach to systems design which will improve the overall health of society. However, to do so will require that a new look be taken at the social and political structures which are being outgrown by recent technological developments. Of paramount importance is the development along functional lines of new collateral relationships between universities and their cooperation in units which could serve a normative role.

A major problem is implementation. To set up the kind of functional unit which could play such a role would be a very difficult undertaking. However, it would seem to have a chance of success if it were taken on for example, by a group such as the Learned Societies.

I have left to the last my recommendations concerning Computer Science. In my view, it is of primary importance that the universities establish departments devoted to this new field of study, not only to provide training in skills but also in recognition of its intellectual content and significance. The new departments should be set up at the earliest possible date to offer courses particularly at the undergraduate level. Delay will have as one of its most serious consequences, the lack of adequate development in the secondary schools.

Computer Science must be a highly specialized field if it is to be professionally competent. But it is still new and we might insist from the beginning that its degree of specialization should not alienate it from humanist influence. I have been very much impressed by the

treatment of scientific subjects in the Report of the Parent Commission. Although computer science is not expressly considered in the report, it is part of "that scientific culture and technical culture (which) contain within themselves a richly significant concept of man and his world, (which) require aptitudes, develop intellectual qualities and call for processes of thought as basic as those of letters or philosophy".* Let us add to this that the person who understands the nature and potentialities of automata rather than being unwittingly involved recovers his freedom of thought.

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March 15, 1966.

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* Commission on Education in the Province of Quebec, Part 2, P. 13.

THE DUFF-BERDAHL REPORT ON UNIVERSITY GOVERNMENT:*

A SUMMARY AND CRITIQUE OF ITS FINDINGS AND MAIN RECOMMENDATIONS

Many Faculty Associations have been awaiting the appearance of the Duff-Berdahl Report with impatience. Its publication comes at a time when the older universities are undergoing rapid change and many new universities are being created. All of the new universities are being established in accordance with the traditional pattern of university government. If it is agreed that this pattern is undesirable, not a month should be lost in taking action to change it, especially at the newer universities, before it becomes so firmly entrenched that it is unalterable.

The findings of the Duff-Berdhal Report confirm what many of us have been saying for some time. In 1960 a committee of the CAUT issued a report, "The Reform of University Government",[1] which argued that the traditional North American system of university government by a lay Board of Governors and an authoritarian administrative hierarchy is wrong in principle and should be altered in the direction of much greater self-government. Many Faculty Associations have taken the same view and in recent years have made proposals for reform at their own university, with varying degrees of success. In 1964 a team of fourteen senior scholars made essentially the same complaint in a book of essays.[2] Since these views were originally put forward by members of the academic community and were not at that time shared by many Deans, Presidents, Boards of Governors or politicians responsible for framing university charters, it was thought desirable to appoint an independent and unbiased commission to investigate the matter.

This, then, explains the origin of the Duff-Berdahl Commission. It was appointed jointly by the AUCC and the CAUT, who agreed

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* *University Government in Canada*: Report of a Commission sponsored by the Canadian Association of University Teachers and the Association of Universities and Colleges of Canada (Toronto: University of Toronto Press, 1966).

[1] Published in *CAUT Bulletin* (November, 1960), 10-34.

[2] George Whalley (ed.), *A Place of Liberty: Essays on the Government of Canadian Universities* (Toronto, Clarke Irwin, 1964).

that it would be best to appoint commissioners from outside Canada to represent both the administration and faculty points of view, and the university traditions of both Great Britain and the United States. The persons secured as commissioners were Sir James Duff, formerly Vice-Chancellor of the University of Durham, and Robert O. Berdahl, Professor of Political Science at San Francisco State College. Sir James had had experience as lecturer, professor, Vice-Chancellor and member of the governing board at four different British universities and had been a Vice-Chancellor for twenty-three years. Professor Berdahl had done a study of the British University Grants Commission, so he knew both the British and American systems of university government. The commissioners were therefore as independent and as well qualified for their task as one could hope to find. Their report is based on a two-month visit to universities throughout Canada, during which they received briefs and talked to Ministers of Education, Boards of Governors, Presidents, Deans, Faculty Associations, professors, students and student organizations.

Findings

In general, the commissioners' findings strongly support the complaints made in the earlier CAUT report and in the book of essays. They say:

> . . . the overall impression we received was of unnecessarily high degrees of tension within the larger institutions, and of a fairly widespread desire on the part of the smaller universities to expand and inherit the problems of their larger sisters. Therefore, in view of the present difficulties of governing Canadian universities, and in anticipation of those which may arise in the course of the next decade, we strongly believe that the present systems need reform.

They found that Boards of Governors are too homogeneous in membership. While they had been recruited with the functions of fund-raising and financial management in mind, they are getting more involved in questions of educational policy and their duties as fund raisers and estate managers are, ironically enough, growing relatively less important because universities are deriving ever larger proportions of their income from governmental sources.

> The theory that the lay Board controls finance and the academic Senate controls academic policy may perhaps have worked in times gone by when budgets were stationary from year to year and academic forward policy was perforce at a

standstill; but today finance and academic planning are quite inevitably and quite inextricably linked with each other, and will be even more so in the future.

Moreover, very few academic Senates in Canada were found to be really effective. The main causes of this were thought to be their large size, the inclusion of numerous non-academic representatives, and in particular the theory that the Board is in complete control of finance. The Commission also found that the President's role as a one-man link between the Board and Senate adds an intolerable burden to the office.

The commissioners have summed up the significance of their main findings in an interesting concluding section called "Looking Ahead":

> If tension levels are already high at many Canadian universities, it seems likely that future developments will only serve to heighten them. The rapid rate of expansion planned for higher education in most provinces points to increasing pressures on the President to obtain rapid decisions at the very time that the teaching faculties are asking for more and more of a share in these decisions. The growing shortage of qualified faculty will strengthen the hand of those teachers who are seeking to be treated as members of a "community of scholars" rather than as mere employees of the Board. For example, faculty demands will probably become more insistent for a larger share in the process of appointing their Department Chairmen, Deans, and senior university officers. Furthermore, some faculties are attracting to their university substantial grants for research. These are due to the distinction of the faculty members concerned and not to the money-raising efforts of the Board. In such cases members of faculty must necessarily be involved in financial decisions.
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> Student discontent in other countries and testimony that we heard in Canada both point to the probability of growing student demands for participation in university government; and those Presidents, Boards, and Senates who are insensitive to their grievances may find student negotiating tactics becoming increasingly unpalatable.
>
> Finally, as a variable related to rapidity of expansion but separate from it, the problem of sheer size may make the governance of universities still harder and cause excessive tensions in some institutions which seem relatively stable now. We know the advantages and probably even the inevitability of larger universities, but we must note here the fact that relations between Board and Senate, between President and

> faculty, between students and faculty, and between students and administration — all seem to deteriorate as a university grows into a total of many thousands. Communication becomes more difficult; face-to-face negotiations more rare; a sense of identification with the institution more difficult both for students and for faculty. We are not sociologists and hence shall not explore the phenomenon beyond noting that this is part of a much larger trend in contemporary society related to alienation and mass institutions.

A more succinct summary of their findings was their quotation of the reversal of Lord Acton's famous dictum by a disgruntled faculty group: "Lack of power makes peevish and absolute lack of power makes absolutely peevish."

Main Recommendations

The main body of the Report, about seventy pages, which is headed "Recommendations", consists of a series of chapters on the Board of Governors, the Senate, the President, Deans and Department Chairmen, etc. In these chapters, recommendations are made in the midst of supporting discussion, reasoning and justification. No summary of recommendations is given at the end and it is difficult to isolate the main recommendations since all of them go together to make up a whole picture. In general, however, one can say that no radical new system of university government is proposed, but that the intention, tenor and effect of all of the recommendations would be to change the whole balance of power by giving faculty and students a much greater degree of participation in university government. The specific recommendations made are not quite as far-reaching regarding faculty self-government as the proposals made by the CAUT Committee, but the findings and arguments presented could easily justify such far-reaching proposals. In one important respect the Report goes further than the CAUT Committee, in its proposals for student participation. This is perhaps explained by the fact that, at the time the CAUT Committee made their report, student organizations showed little interest in university government and it it was not brought to the attention of the Committee that many of the arguments they were developing for faculty participation could as easily and logically be used to support student participation.

Though the commissioners propose to retain the Board of Governors as the ultimate legal authority for the university, they would achieve their objective of a shift toward internal self-government by

a whole series of subtle changes at all levels of university government and administration. The most important of these changes would be to raise the status of the Senate in relation to the Board so as to create a sort of balance of academic versus financial power, in a way very similar to the American system of government by checks and balances. The status and academic power of the Senate would be raised by making it an efficient, representative and wholly academic body with power to make recommendations to the Board on any matter, including finance. In a sort of "tit for tat" exchange, the Board would be given power to make recommendations to the Senate on academic matters, but each would retain ultimate authority in its own sphere. "In place of the assumed separation of powers between Board and Senate," the commissioners say, "we propose a system whereby they are brought into much closer contact at many stages." This is to be achieved by such devices as joint committees, but mainly by each having representation on the other. This, of course, would involve faculty members sitting on Boards of Governors. Realizing that the prejudice against this is strong in Canada, the commissioners deal fully with the usual arguments against it and present a strong case in its favour. But they mysteriously conclude that the representation of the Senate on the Board should not exceed 25 percent, for the strange reason that "otherwise there would be a danger that the professors, being more vocal by nature and training than most lay members of the Board, would tend to monopolize the discussions."

The commissioners provide a very full discussion of the offices of President, Dean and Departmental Chairman. Though many valuable proposals are made to ensure greater faculty participation, it is in these chapters that Sir James' twenty-three years as a Vice-Chancellor and his concern for neat administration begin to show through. The commissioners speak more than once of the Dean's "supervision" of his departments and staff, as though he were a kind of "straw boss". They recommend that the faculty should participate in the appointment of President, Deans and Chairmen, but the final decision would remain with the Board or President as at present, and the President would continue to enjoy permanent tenure. They make a strong case for the very important principle that Chairmen should rotate in office every three or four years and Deans every four or five years, but their proposal for achieving this is, in my opinion, simply unworkable. They make the mistake of suggesting that at the end of his term, the Chairman or Dean would be re-eligible for appointment after prior

consultation with the faculty. With such a provision, re-appointment would become automatic and tenure would become continuous by custom, so that the term appointment would become virtually meaningless. Similarly, provision for re-appointment for one term only would become automatic re-appointment by custom. The reason is that failure to re-appoint would be interpreted by the incumbent and by all others concerned as virtual dismissal. Therefore the only way a term appointment can be made to stick is to require that the incumbent retire at the end of his term. If the Deans' retirement became customary, rather than regarded as a strange exception, or as a retirement of "the poorer ones" as the commissioners suggest, the problem of their returning to teaching would not be nearly as difficult as the commissioners make it out to be. In sum, throughout these chapters the commissioners were not sufficiently impressed with the predominant power of the President over the faculty in Canada. They admit that "the present system seems to depend to an excessive degree for it successful functioning on the superhuman talents of the President. Unfortunately, most Presidents are only human." I am not sure of the significance of "most" here, but perhaps I might paraphrase them by saying that the effect of their recommendations would be to reduce the stature of the President so that he would become "almost human"—but not quite!

In their chapter on "other forces", the commissioners propose that Faculty Associations should exert their influence through the Senate, on all matters other than salary and working conditions. Their argument in support of this holds water only if the whole system of university government is reformed in accordance with their recommendations. Otherwise, it becomes a rather leaky vessel.

It is in this chapter too that the commissioners present their arguments for student participation, and I would recommend that faculty members read them carefully. I now believe that the CAUT Committee on University Government (of which I was Chairman) made a mistake in not recognizing the legitimate interests of students in university government. But I do not think that the Committee were unusual in this respect. Many university teachers demonstrate a peculiar schizophrenia when arguing for faculty or against student participation in university government. They fail to realize that what is sauce for the goose is sauce for the gander, and should examine their consciences carefully to make sure that they are not allowing self-interest to override rational arguments. As the commissioners point out:

> Just as we have urged administrators not to judge faculty potential for responsible participation in university government by the occasional petulence which professors display when systematically kept in ignorance, so we suggest that students will respond with unsuspected maturity when treated as adults. Certainly the quality of the student leaders whom we met, French-speaking and English-speaking alike, was most impressive and Canada has good reason to be proud of them.

The commissioners therefore propose that students should be represented on departmental, faculty and Senate committees to discuss such matters as: required and elective courses in the major fields of study; relative merits of lectures, seminars, labs, tutorials; adequacy of library facilities; quality of teaching; and so forth. They also recommend adding one or more student representatives to the Senate, and the Queen's system of having the students elect a Rector, not himself a student, to represent them as a full member of the Board.

Although it could easily have been excluded from their terms of reference, the commissioners wisely decided to include a chapter on universities and provincial governments, in which they state:

> There will always be a tendency for public authorities to want universities to do more than they could undertake without disturbing their fundamental purposes. Universities must therefore co-ordinate their responses to public need to see that proposed programmes are appropriate to their standards and rationally distributed among the institutions of higher education. The question, then, really is no longer whether or not to have co-ordination, but rather who will supply it and on the basis of what criteria.

The commissioners then go on to discuss the need for a master plan of university development for each province and the nature of provincial advisory committees on university affairs. They make a case for academic representation on such committees but, unfortunately, it is rather weak. "It is doubtful," say the commissioners, "whether university-government relations have matured sufficiently in any Canadian province for the UGC (University Grants Committee in Britain) precedent of having an academic majority on the co-ordinating body to be regarded as a viable model." No explanation is given for the phrase "matured sufficiently" and one can only guess that they mean governments are not yet ready to accept such a proposal. One would therefore think that a strong recommendation from the commissioners would have speeded up the "maturing" of these relations.

It seems to me that a reasonable proposal in the light of the commissioners' own argument would have been to recommend that the provincial Council of Presidents and the provincial organization of Staff Associations should either jointly or separately nominate a majority of the members, or at least a panel of names from which the provincial government would choose a majority of the members, on the provincial advisory committee.

In making these criticisms I do not wish to detract from the total impact of the Report. Its whole emphasis is in the direction of greater self-government for the "community of scholars"; and it is full of arguments which strongly support this view yet are tactfully expressed so as not to injure the sensibilities of Presidents and Boards, as indicated by these sentences from the conclusion:

> It is healthier for disagreement to be expressed and argument to take place before decisions are made than for decisions *at any* level to be made "by authority" for fear lest previous debate would have a disruptive effect. Good will can be quickly restored after even a fierce argument. It is much more permanently eroded and destroyed by a system of authoritarian decision.
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> This brings us to the topic of mutual trust. We visited some universities which, based on mutual trust between faculty and President, had a high degree of informal faculty participation in university government. We urge, in such cases, that the informal practices be made formal *now,* because if this action is postponed until a time of crisis, it will be doubly difficult to perform.

The Report also contains many "quotable quotes" and much wisdom. The fact that it has come from an unbiased source means that it can exert a tremendous influence. The important thing now is to get it into the hands of the people who should read it — Deans, Presidents, Boards of Governors and provincial governments. Local Faculty Associations should do what they can to ensure that this is done. They should also propose setting up a joint committee to study the implications of the Report for their university and to make specific recommendations for the reform of their university's charter. And they should make every effort to ensure that this committee has a reasonable proportion of faculty and student representation, and is not dominated by the President or the Board.

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THE TRIMESTER SYSTEM AND THE UNIVERSITY OF PITTSBURGH

In 1955, Dr. E. H. Litchfield became Chancellor of the University of Pittsburgh, one of the larger private universities in the United States, with instructions from the Board of Trustees to make Pitt into "one of the world's foremost universities." Over the next ten years, many important changes took place in pursuit of this objective. Faculty size and salaries were doubled; a large expansion of physical facilities was undertaken; ambitious programs in graduate education were embarked upon which caused a radical change in the proportion of graduate students to undergraduates while the total student enrolment rose by only 10%; new research programs were developed which increased the value of research conducted at the University from $2.5 million per year to $15 million; and the trimester system was introduced throughout the University. The financial consequences at Pitt of all of these factors taken together are reflected in the dramatic rise in the total educational cost per full-time student. In the academic year 1957-58, this figure stood at $1,028; by the year 1963-64 it had risen to $2,310.

The American university community was shocked in June, 1965, however, when the University of Pittsburgh revealed an accumulated deficit of $19.5 million, and was forced to borrow $1.25 million in order to meet its monthly payroll. At that time, the Board of Trustees requested the Ford Foundation to conduct an independent study of the affairs of the University and make recommendations for the future. The report of this Special Committee, under the Chairmanship of Dr. H. B. Wells, Chancellor of Indiana University, was issued in January. A careful, sobering document, it is highly recommended reading for Canadian university faculty members and administrators, indeed for anyone interested in the manifold problems of financing higher education today.

The Report deals with a number of factors which contributed to the build-up of the large deficit at Pitt. Included among these are the large administrative pyramid constructed by Chancellor Litchfield, the great emphasis upon costly graduate programs without a corresponding increase in the undergraduate base, the sharp increase in faculty size,

the ambitious building program - particularly the new student residences, and the great increase in contract research undertaken by the University without proper analysis of how much this was costing the institution. But the Report reserves some of its strongest language for the adverse financial consequences at Pitt connected with the implementation of the trimester system, concluding that the re-organization of the university year on a trimester system was one of the major factors contributing to the University's difficulties. In the words of the Report, "the launching of the trimester program in 1959-60 and the doubling of educational expenditures per student between 1957-58 and 1961-62 hardly seem unrelated." (p. 10)

The Committee's analysis of the financial implications of the trimester program at Pitt will make sobering reading for anyone who thinks that this system is a sure way to effect economies in the operation of a university. Here for the first time, a public document presents some facts and figures, instead of hypotheses, on the costs of operating a university on a trimester system. Prefacing its analysis with the remark that the system was entered upon at Pitt with the confident prediction that it would produce significant economies, the Report examines the assumptions upon which these hypothetical economies were predicated and then shows how in fact these assumptions proved to be wholly unfounded.

Proponents of the trimester system, including those at Pitt, have frequently assumed that the system will produce economies in operation because of two factors - a rise in student enrolment due to the attractiveness of a program enabling students to complete degrees in fewer calendar years, and a more efficient use of university facilities resulting from an enrolment during the third term at a level near that of the first and second terms. Unfortunately for Pitt, both assumptions proved disappointingly false. Students were not attracted to the university in large numbers; and those who did enrol showed themselves far from anxious to take advantage of the trimester system.

Over-all enrolment at the University of Pittsburgh actually declined 28% between the years 1957-58 and 1961-62, before beginning to rise; and during this same period educational expenditures rose by 42%. Moreover, even when total enrolment did begin its steady rise, the increase took place in the number of graduate students. While undergraduate numbers remained almost steady, actually declining

slightly, the great increase occurred in the graduate faculties, where many of the students were subsidized by the university and the costs of their education were much higher.

While this significant shift in the proportion of graduate to undergraduate students was taking place at Pitt, other developments were occurring simultaneously which heightened the adverse financial impact of the trimester system. In a laudable effort to provide adequate academic programs of teaching and research in all three terms, the University retained 70% of its faculty on twelve-month contracts. Unfortunately, however, for those who were faced with meeting the bills at Pitt, the students exhibited no marked enthusiasm for attending all three terms in the university.

Enrolment figures for the academic year 1964-65, for example, show that the total number of students enrolled at Pitt in the third (spring) term amounted to less than half the number enrolled in the first (fall) term of the same academic year. The enrolment figures for full-time students in that same year show that less than one third the number enrolled in the first term were also enrolled in the third term. And when a break-down is made in these enrolment figures into undergraduate and graduate students, it shows that only one quarter of the undergraduates enrolled in the first (fall) term were also enrolled in the spring (third) term. As one might have expected, a large majority of the graduate students - about three quarters of them - were willing to attend university the year round. A goodly number of part-time students were also willing to take advantage of the trimester system. But the vast majority of the full-time undergraduates, upon whom the University was counting heavily for tuition fees, proved quite unwilling to attend classes every term.

Moreover, the retention rate of students at the University for the third term has been declining over the past five years. Here again, the assumptions have been proved to be invalid. While those who strongly advocate the trimester system and predict its popularily among students are usually willing to admit that the initial enthusiasm for the system may be slow, it has been assumed that, after a brief 'breaking-in' period, the system would begin attracting larger numbers of students. At Pitt, the exact reverse has been the case. Not only did the undergraduates exhibit an initial unwillingness to take advantage of the system, but their resistance to the program has been increasing over the years. In the academic year 1960-61, full-time undergraduate

enrolment in the first (fall) term at Pitt was 4798; in the third (spring) term of the same year, it was only 1411. Corresponding figures for the last academic year, 1964-65, reveal that there were 4749 full-time undergraduate students enrolled in the fall term, but only 1130 in the spring term.

The Report also cites the results of a student opinion survey conducted among freshmen at the University in 1964 which indicate that the numbers of students willing to take advantage of Pitt's trimester system by enrolling in each of the three terms is likely to continue to decline during the next several years.

Indeed, so perverse have the students at Pitt shown themselves to be over the matter of enrolment in the third term of the University's trimester system, that the Committee reports that summer school enrolments at other universities in the area, which have either a quarter system or a two-semester system with a summer school, have been showing a steady rise, while at Pitt there has been a steady decline. Whatever the reasons, the statistics show clearly that the trimester system at the University of Pittsburgh has failed to win the expected support of any large number of students.

With these facts in mind, the Report concludes that "the trimester calendar is probably responsible for a major share of the increased operating expenses per student credit hour at the University of Pittsburgh." (p. 11) The Committee acknowledges that the officers of the University disagree with this conclusion, and that a substantiated judgment about the costs of the trimester system must await a comprehensive cost study. However, they cannot resist getting in the last word by wryly remarking how odd it is that, with such strong backing at the University for the trimester system, no comprehensive cost study of the program has been undertaken yet.

In assessing the adverse financial effects of the trimester system at Pitt, the Committee even indulged in some 'Monday morning quarter-backing.' In view of the many glowing accounts of economies to be derived from the trimester plan to which academics have been subjected in recent years, it is somewhat amusing, to say the least, to read in this Report the statement that, "Contrary to popular belief, there had been enough prior trial of the trimester system to indicate that it might increase rather than decrease operating costs." (p. 10)

In support of this statement, the Report notes that various American universities adopted the trimester system during World War II in order to meet demands for accelerated manpower training; but that the system was abandoned at the close of the War because virtually all the institutions had found it cumbersome, costly, and unattractive to students. The Report then goes on to place the onus on the University of Pittsburgh of proving that the system as it operated at Pitt was innocent of responsibility for some of the University's financial difficulties; and ends by advising that the Board of Trustees receive fully satisfactory answers to the Committee's questions about the system before undertaking to operate it for another year.

One must acknowledge that the adverse judgments on the financial implications of the trimester system at the University of Pittsburgh have not been proved beyond the shadow of a doubt, and that, even should they be, such judgments are not transferable without qualification to other institutions where the trimester plan operates or is proposed. Nevertheless, the findings of the Committee should provide a most important counter-balance to statements about economies in university operation to be gained from this form of operation. More importantly, perhaps discussion of the pros and cons of the trimester system can now center on the main issue - its educational value.

Edward J. Monahan,
Associate Executive Secretary.

DEMOCRACY IN THE UNIVERSITY COMMUNITY
CUS EIGHTH SEMINAR

The theme of the seminar, "Democracy in the University Community", was in my opinion a wise choice because of the rapidly growing interest in this issue. It reflects an increasing doubt about the bureaucratic organization of the modern "multiversity" and its effect upon the intellectual and spiritual development of students. The central question, of course, was to be the extent and nature of student participation in university government, but it was clear to those planning the seminar that this question had wide ramifications and could be answered only by considering such broad questions as the aims of the university itself. It was therefore decided to divide the theme into four main topics as a basis for discussion:

1. The university and the community - the aims of the university, and its role in society.
2. Relations between faculty and students - the achievement of common intellectual goals, etc.
3. Relations among students themselves, including the extent of democracy in student government.
4. Relations between students, faculty and administration, and the balance of the three elements in university government.

It was realized, of course, that these topics were not mutually exclusive. But they were sufficiently different to provide a variety of approaches to the main theme.

The way in which the seminar was organized and conducted was, in my opinion, excellent. Dr. Dansereau and I can take very little credit for this, because most of the planning and actual work was done by Michel Forand, CUS Associate Secretary, and his planning committee, along with a very efficient student committee for actual program arrangements in Fredericton. CUS has had enough experience with its annual seminars by now to have worked out a very successful format for their operation. In particular, CUS recognizes better than most planners of seminars the importance of prior preparation by the participants. Background reading on the theme was sent out from the central office to all campuses months before the date of the seminar.

A list of questions for discussion was sent to all participants in May, and they were asked to write a 2000 word essay on one of these questions, or on a topic of their own choosing. The planning committee then chose the best of the essays to be reproduced and distributed at the beginning of the seminar as working papers. As a result, the participants came well prepared to discuss the significant issues. Since the list of questions raises most of the important issues connected with the theme, I have suggested that it be included at the front of this volume.

The student planning committee was wise enough to insist that speakers with contending points of view should be chosen from the different elements of the university community, not only to stimulate lively discussions but also to give a fair presentation of differing viewpoints on this contentious theme. Thus the speakers ranged from the President of the Association of Universities and Colleges of Canada to the Editor of *Our Generation Against Nuclear War* and the Vice-President of the Union of Students at the University of Montreal.

As for the actual conduct of the seminar, I was particularly impressed by the arrangements made to take into account the interests of the French-speaking members of CUS, and to recognize the bilingual and bicultural nature of our country. In addition to inviting Dr. Dansereau to be one of the co-directors, the planning committee also invited a number of French-speaking persons to give papers, and, at considerable cost, arranged for simultaneous translation of the proceedings. As Dr. Dansereau said in his postscript, one got the feeling that the English-speaking students were now at last fully prepared for the long awaited English-French dialogue, and it is unfortunate that the French-speaking students at Quebec broke away from CUS when they did. If they had persevered for another year or two, this rupture might have been prevented.

As a result of careful preparation by all concerned, the discussions at the seminar were lively, and there was much disagreement. One of the main areas of disagreement among the students was between those who placed emphasis upon the role of students as "students" and those who emphasized their role as "citizens". The one group felt that students and particularly student governments should restrict their activities and interests to matters which concern them only as students, and should not take stands on public issues except, perhaps, those

relating to higher education. The other group, however, felt that students, as a highly educated group in society, should take stands on public issues of all kinds, and should actively try to influence decisions on public policy. The former group tended to feel that since students had not completed their education, they should suspend judgment until after graduation when they would have built up a sound background upon which to base their judgments and opinions. The latter group, however, referred derisively to those holding this opinion as the "sand-box boys", who were merely playing at self-government by running a few social activities behind the comfortable wall of the university, and were out of touch with the important issues of the real world. Personally, I favour the view that students should take stands on public issues provided, however, that their judgment is an informed one. A stand must not be merely one arising out of prejudice and confusion. University students must be sure that they are not merely "confused at a higher level", as one girl at the seminar put it. There is a marked difference of opinion between the English-speaking students, many of whom favour the "suspended judgment" view, and their more radical French-speaking cousins in Quebec, who are all for full participation as a special interest group in society. On this question, too, it is unfortunate that the dialogue has broken down.

Many of those who favoured a stand on public issues did not realize that the two views came together in the theme of the seminar. If the "sand-box boys" leading student governments become concerned with democracy in the university and with the reform of university government, they are, of course, taking a stand on an important public issue. They can even argue that democracy begins at home, and that it is more important to take action on an issue such as this where students can expect to accomplish something direct and concrete than to take a stand on, say, Vietnam, where the influence of the students is likely to be small, and where they have no direct and personal responsibility for the decisions made. In this sense, the "sand-box boys" can easily turn the tables on the "public issue boys" by saying that the latter find it easier and safer to take stands on distant issues which are far removed from the realities of their immediate situation as students. In fact the argument fits in well with the new student philosophy of "activism" which calls for direct involvement and action to improve the state of the world. Where better to begin than in the immediate environment?

The contending points of view did seem to come together in the discussions following Professor Pope's paper. He and a group of students developed the concrete idea of escaping the undesirable effects of the hierarchy and of subjection to an "Establishment", which are inherent in our existing university structure, by creating a new summer university organized and run entirely by the students and staff on democratic lines - a kind of permanent CUS seminar. Although this may be a utopean dream, and perhaps an unrealistic harking back to the old "blob" theory of the university exploded in Mr. Harowick's paper, it is an extremely interesting proposal, and I hope that something comes of it.

A more important and effective blending of these contending points of view will come when students finally agree that if they are to bring about desirable changes in our existing universities, they must participate in university government. My reading of the situation is that this answer, my friend, is "blowin' in the wind." Following the publication of the Duff-Berdahl Report on university government, many universities will be setting up study committees on this subject, made up of representatives of the different elements of the university. Student councils are already beginning to demand representation on these committees and also on other governing bodies of the university. While this new movement for a greater measure of student participation is no doubt desirable, students must now think seriously about their ultimate objective and about the strategy and tactics of gaining it. Should student representation go as far as representation on academic Senates, on internal faculty boards and committees, or on Boards of Governors? If so, what proportion of student representation is desirable and reasonable? What are the best procedures for gaining these objectives?

My fear is that students may ruin a good cause by pursuing too enthusiastically objectives that are too vague. The new spirit of vitality and unrest among students must, to be fruitful, be channelled into positive achievement rather than useless protest. The new philosophy of activism, of personal concern and pragmatic action, has much to commend it, and is certainly better than the blind commitments to bootless ideologies that were characteristic of my generation. However, both Professor Berdahl and I detected in the new thinking of this generation some of the undesirable elements of the older ideologies. Among the more extreme practitioners, activism has become danger-

ously close to an ideological movement with its characteristics of blind commitment, of black-white or slogan thinking, and of intolerance against all those who are not of like mind (e.g., "society is a war of the little man against the Establishment; *ergo,* all liberals who do not agree with us are rat-finks who have sold out to the Establishment"). The philosophy of activism also contains a built-in "act now, think later" ingredient.

Fortunately, this type of thinking is indulged in at present only by a small minority of extremists. There are, however, some danger signs that it may spread. As I mentioned in my remarks at the seminar, now that students are becoming more highly organized, they are likely to become filled with a new feeling of their own power. With good organization it is easier and more exciting to protest against an evil than to think through fully how it might be overcome. For example, students recently organized demonstrations against student fees. But is the abolition of fees the best way to ensure equality of opportunity for higher education in our society?

On the issue of student participation in university government, there is a danger that extremists will regard this as a glorious fight against the "Establishment" and an opportunity to vanquish the foe in one "swell foop", as Professor Spooner might say. They may forget that this is a war not to defeat the enemy, but to convince them and ultimately to join them. They may forget that while student demonstrations may be of great value to publicize and dramatize positive proposals, a demonstration to protest or obstruct does little to solve a problem, argue a case or convince "the enemy". Too much of a war psychology leads to the "we-they" fallacy whereby the reformists become convinced that everyone is against them. By suspecting bad faith on everyone else's part they make their suspicions come true by turning potential allies into enemies and hardening the opposition into a real "Establishment" which formerly existed only as a loose configuration of varying attitudes. Wise students will seek out potential allies even in what they may regard as the "Establishment", the members of which, despite what some students believe, do not all think alike.

I have been surprised to find in my discussions with students that many of them automatically assume that the faculty are not sympathetic with their aspirations. Actually, many of us are on their side. As long ago as 1960 a committee of the Canadian Association of Univer-

sity Teachers, of which I had the honour to be chairman, issued a report calling for the democratic reform of university government,[1] and much the same views were put forward by a team of senior university professors in the book *A Place of Liberty*.[2] Many of us, therefore, welcome the new interest in this subject on the part of the students and feel that it will support strongly our own struggle for university reform.

If they succeed in reaching agreement on their ultimate objective, students will still face a difficult problem regarding strategy and tactics. If, as is likely, they are at first offered only a minimal advance in student representation on university bodies, should they refuse and hold out for more? Student opinion will no doubt be divided on this question. The extremists - those who want instant, far-reaching change - will be for holding out. They will say that this is only an insincere, empty, token recognition of the principle of student representation, and that if they were to accept it, they would be "selling out" to the "Establishment". It is possible that on some campuses they will be right. But in most cases this minimal advance will be offered in good faith, as an experimental first step, indicating that the "Establishment" are willing to be convinced. If the experiment is successful, the university authorities will no doubt be prepared to accept proposals for more extensive participation. It would be the thin edge of the wedge, leading to fuller participation as they learn the value of student representation. There is a danger, however, that students will accept the degree of student participation first offered to them, be content with this small gain, and give up the struggle for further reform. So I hope the "thin edge of the wedge" theorists will not win the day entirely. There should be enough "hold out" theorists still left around with an eye on the ultimate objective to provide a strong base for further demands. In short, the students will need both groups to bring the struggle to its successful completion.

When students reach the point where they have gained some student representation on university bodies, however, they must choose their representatives carefully. For this purpose the student leaders who thrive on the personal popularity gained from the notoriety of leading

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[1] "The Reform of University Government", published in *CAUT Bulletin*, (October, 1960), 10-34.

[2] Edited by George Whalley (Toronto, 1964).

demonstrations and making "power plays" must give way to the self-effacing types who can quietly assume responsibility. They must be wise enough to act responsibly, flexible enough to be persuaded by rational argument, and knowledgeable enough to make a useful contribution. Otherwise, the doubters among their elders will say "I told you so", and the students will lose the "war to convince". If and when the students succeed in gaining full participation in university government, they will become - whether they like it or not - part of the "Establishment". Then they will be "boring from within", and their whole stance and style of action on university matters will have to change.

Long before the students have won their battle for full participation, faculty and students alike will have to begin another, closely related struggle: to prevent state interference with the internal management of universities and in particular with academic freedom. Formal self-government is a small gain indeed if the universities are to be told by the provincial governments how they must run their internal affairs. Now that the state's share of university budgets is growing so rapidly, this problem is likely to become more and more serious. May I therefore suggest it as the theme of a future CUS seminar.

D. C. Rowat,
Carleton University.

The PhD: Academic License or Status Symbol?

The recent comment by Professor C. F. Poole* raised some important questions concerning the validity of the PhD. as a measure of qualification for teaching at university level. Certainly the simple sanctity of modern tradition or the inertia of established forms should should not cause us as a professional group to continue a system without constant re-evaluation of its merit. Some of the points made by Professor Poole are challenging and valuable in this context. Others, however, are to my mind somewhat misleading, and I must dissent from his general conclusions.

First, let us concede that there are different kinds of courses in a university, and some courses entail instruction primarily in basic skills; in this category I would think of beginning foreign language courses and corrective work in English or mathematics. No doubt many of us wish that students would bring these qualifications to the university on admission, but in the reality of the present situation they must be taught. If my colleagues in the departments concerned were to maintain that concern for a PhD for this sort of instruction was only a matter of calendar-status and that a lesser degree qualification was adequate, I should be the last to disagree. But a group of "basic skills" courses surely may be considered a special case. Let us then consider the broader spectrum of university work in the perspectives that Professor Poole has suggested.

We may grant that the student who earns an MA and then teaches will command as much general data as a finishing PhD student (though I think we might reasonably ask whether there might not be merit to acquiring that information *before* accepting the responsibility to teach it). But Professor Poole has himself indicated the triviality of this consideration in pointing out that no one ever knows *all* the facts, that a "feel" for scholarship and continuing learning is more important.

More significant, therefore, is the subsequent question whether a programme of seven or eight years better prepares a student for this continuing intellectual activity than a programme of five or six years. Professor Poole answers no, but I cannot agree. He has observed,

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* The Ph.D. as a Qualification for University Teachers: *CAUT Bulletin* Vol. 14, No. 2, Dec. 1965, p. 61.

correctly alas, that "there is no evidence" of the efficacy of one programme over the other in establishing foundations of information and a scholarly approach. Perhaps some self-studies within the academic community would be useful in this regard. In their absence our conclusions are obviously inferential rather than clearly demonstrable, but I feel Professor Poole is rather too optimistic.

Obviously the best students in the best programmes will likely turn out well whatever we do to them. Our consideration must address itself to good students in good programmes. More often than not the first two years will be spent in acquiring general orientations. The last two years of an honour's BA will develop a very few areas of minor expertise and auxiliary language competence. In the course of an MA programme the student will build upon these foundations of fact, and in the development of his thesis he will (hopefully) learn to assess critically some of the basic "raw material" of his discipline. I would maintain, however, that between the undergraduate and master's work there exist differences in kind, not just in degree, and that the successful MA has but begun the professional training implicit in critical analysis of raw material, synthesis of tested hypotheses and exposition in measured perspectives.

It is true that some of the PhD programme represents "more of the same" and that claims for its value that are not merely quantitative rest on the dissertation. Agreeing thus far, I must again dissent from Professor Poole, however, with regard to his conclusion. On the basis of individual cases doubtless he could demonstrate that no "distinction in terms of teaching and scholarship is discernible between PhD's and those teachers who hold 'lower' degrees". But would anyone contend seriously that simply as a "filter", however inefficient, the PhD does not ensure higher levels of competence both in data and in scholarship in the enormous and ever-growing academic market of today? This is not to say that some MA's are not better than some PhD's but only that the system is one that enables an employing institution to make more confident appraisals of an applicant's levels of preparation when (as is commonplace) not only is the applicant unknown but also some or all of his referees - such is the vastness of our "community".

It is in his consideration of the relationship between teaching and research, however, that I find Professor Poole's judgements most disturbing. The suggestion that the MA normally "can provide the schools with ample evidence" that the student is capable of research, I reject. It provides evidence that he has in hand the tools and

intelligence, as demonstrated in a limited study, to *attempt* a piece of professional research without a total waste of time - his and his faculty's. The comment that "the production of scholars, in the sense of 'researchers', is not a legitimate concern of the graduate school" is certainly startling. What is the graduate school then - a teacher's college? More disturbing is the rejection of "a necessary connection" between good teaching and research. I heartily agree that research may not always be measured by publication. But neither does research mean simply that "one must read extensively and deeply, work and rework his material in the preparation of lectures". Surely the generic difference between reading and research is the nature of the material read. Again we are back to the taste for and ability to handle critically "raw material". If the professor is to teach his students to read, think and write in his discipline critically and imaginatively, he must be more than a regurgitator. It is on this point that I find the distinction between teaching and research responsibilities of the profession so invidious. Information that passes from second-hand to third-hand to fourth-hand grows ever more simplified and systematized. It may be still valid, but it is unlikely to present much of an intellectual challenge, unlikely to create much critical thought, either in the professor or the student. The same issue of the C.A.U.T. Bulletin that carried Professor Poole's comment also carried Professor Metzger's address on the origins of the AAUP; a quick reading of Professor Metzger's first pages sketches with frightening clarity the sort of professional atmosphere and the levels of professional quality evoked by a system that divides constant research and rediscovery from the teaching function of dissemination and analysis.

If we were but purveyors of information at a somewhat more sophisticated level than the secondary school I might grant Professor Poole's conclusion that "the assumption that a PhD degree is necessary, or highly desirable, preparation for successful (university) teaching cannot bear close examination." Contending, however, that our role is broader in scope and depth, that whatever our discipline it is our responsibility to challenge the intellect and excite the imagination, I would have to maintain that individual cases and inefficiencies of system notwithstanding the PhD remains for most university work - despite the critical shortage of teachers - a highly desirable qualification.

George A. Rothrock,
The University of Alberta.

C.A.U.T. CENTENNIAL PROJECT

Early in 1965 the Executive and Finance Committee adopted a proposal for a C.A.U.T. Centennial Project. The project comprised the holding of a three-day conference on the achievements, problems, and prospects of the Canadian university community. It was expected that it would be attended not only by faculty members from all parts of Canada, but by presidents, members of Boards of Governors, and representatives of governments and of such institutions as the National Research Council, the Canada Council, the Canadian Library Association. Having in mind Canada's place in western civilization, the conference was to be addressed by eminent scholars from France, the United Kingdom, and the United States, as well as by outstanding Canadians. It was hoped that the result would be a significant assessment of the contribution that our universities have made and may make to the life of our country and the world, and it was therefore intended that the papers given at the conference should be published.

Having in mind the amount of careful planning involved in preparing for such a project, as well as the cost, the Executive and Finance Committee moved to bring it before the Centennial Commission at the earliest possible date. The further events are described in the letters which follow. They are published on the direction of the Committee, which felt that all Association members, many of whom knew that a Centennial project was planned, should be informed of the outcome.

December 28, 1965

Mr. Robbins Elliott,
Director, Planning Branch,
Centennial Commission,
Ottawa

Dear Mr. Elliott:

At a meeting earlier this month, the Executive and Finance Committee of this Association discussed the feasibility of proceeding with the C.A.U.T. Centennial Project, in the light of the information that you gave me when I telephoned you. After careful consideration, the Committee decided regretfully that the project would have to be

abandoned and that the Association would have to withdraw from the Centennial program. This decision was reported to the Council of the Association and given formal approval by that body.

Since you may wish to know the reason behind this decision, I shall state it briefly. The project, you will recall, was approved by the NCCUC Committee on the Centennial on April 27, 1965, and the Association was requested to take the initiative in preparing for the proposed conference. The proposal was approved by the Council of the Association in June, at which time also Professor Laskin (who was then CAUT President) and I conferred with Mr. LeBlanc about the project, and, in addition, Professor Laskin agreed to chair a steering committee to direct it. I reported these developments to Mr. Fisher in my letter of August 5, indicating that our discussions had led us to believe that the budget for the project would be about $50,000, and saying that Professor Laskin and his committee would begin the definite planning of the project when Professor Laskin returned from Europe, early in September. The unexpected appointment of Professor Laskin to the Supreme Court of Ontario late in August necessitated his withdrawal from the committee. However ,in response to sudden urgent requests by telegram, telephone, and interview, for a statment about the project, the new President of the Association, together with two other officers, drew up a statement, copies of which were submitted to the Commission on September 7. It contained a full description of the proposal, together with a statement of the budget ($50,000) and concluded by stating that the Executive and Finance Committee of the Association would be meeting October 16-17 and would be prepared to move ahead immediately with the plan.

Having heard nothing from the Commission by October 16, I telephoned you, and you informed me that the project had received only preliminary approval, after some debate, but that final word on it would be made known shortly. Having heard nothing more, except indirectly by telephone on December 2, I telephoned you on December 3, and you informed me that the Commission had approved a grant of $15,000. I have received no written communication on the matter, even yet. However, I reported the telephone conversation to the Executive and Finance Committee, with the result that they decided to abandon the project. I think it is fair to say that the long delays already encountered, as well as the inadequacy of the grant, seemed by no means a sanguine basis on which to ask a committee to begin working.

Since C.A.U.T. members across Canada have been told that a Centennial project was being planned they are of course entitled to know about the circumstances leading to its abandonment. If you would care to comment on the account given above, I shall be glad to hear from you.

Sincerely yours,
J. Percy Smith,
Executive Secretary.

Copies of this letter were sent to Mr. John Fisher, Mr. André LeBlanc, and Dr. Geoffrey Andrew. The following reply was received:

January 6, 1966

Dear Mr. Smith:

Thank you for the copy of your letter to Mr. Elliott. I was disturbed to read the information it contained and the delays experienced.

I have asked my colleagues to explain and Mr. Elliott to reply to you directly.

Yours sincerely,
John Fisher,
Commissioner.

Mr. J. Percy Smith,
Executive Secretary
Canadian Association of University Teachers
77 Metcalfe St.
Ottawa, Ont.

At the date of writing this account (March 1), no further communication has been forthcoming.

J. Percy Smith,
Executive Secretary.

CONFLICT OVER ACADEMIC FREEDOM AT ST. JOHN'S UNIVERSITY

The normally even tenor of life in the American academic community has been deeply shaken this year by a series of unprecedented events which have received widespread publicity. In December, thirty one members of the faculty of St. John's University, Jamaica, Long Island, were summarily dismissed from their appointments without even a pretense of having been accorded normal academic due process. The dismissals occurred in the midst of an academic term, without warning, without specific charges having been laid, without any hearings, and (in the majority of the cases) accompanied by a specific prohibition against returning to the classroom.

Immediately after these dismissals, the St. John's University local of the United Federation of College Teachers (AFL-CIO), to which most of those dismissed belonged, announced a strike of faculty against their University, scheduled to coincide with the return of classes after the Christmas recess. The strike began on January 3rd and continues.

At the time this account is being written, almost eight weeks later, no basic changes have occurred. Of the thirty one who were dismissed, only one has been re-instated and apparently his dismissal resulted from an error. Despite offers and pressures from many quarters, the administration of the University has politely but firmly declined attempts at mediation. Their decision has been made; and they show every indication of being firmly committed to it. The striking faculty are prepared to negotiate on a number of matters involved in the dispute; but insist upon the re-instatement of those who have been unjustly dismissed as a necessary condition for calling off the strike. Twenty four persons are included in this category, the rest having received dismissal notices for "very ordinary reasons."

Reports about the effectiveness of the strike are very difficult to assess. University spokesmen maintain that absenteeism among the faculty has been only slightly higher than normal. The union claims that more than one hundred faculty, including those dismissed, remain away from their posts - either because they are on strike or because they are unwilling to cross the picket lines. There are similar conflicting

statements on how many courses have had to be cancelled and sections consolidated as a consequence of the strike. It is probable, however, that the actual figures are closer to the claims put forth by the union than to those issued periodically by the administration. For a variety of reasons, it appears that efforts to enlist significant numbers of students in support of the strikers have been largely unsuccessful.

While the current impasse might be resolved quickly, both sides exhibit the qualities of grim determination that augur a stalemate. The AAUP, unsuccessful in earlier efforts to mediate the dispute, has established a special three-man investigating committee which is expected to report in April. It has also established an emergency fund to provide financial aid for the legal expenses involved in fighting the dismissals. Several American labour unions are contributing to a strike fund, and a National Citizens' Committee to Defend Academic Freedom at St. John's University has been established.

The present account of the controversy, compiled from the already abundant literature on the conflict, makes no pretense of being either complete or definitive. My main concern has been with the issue of academic freedom lying at the center of the controversy. Before dealing with this issue, however, I have given a summary account of events leading up to the dismissal and the strike.

The Background of Events Leading to the Dismissals and the Strike.

St. John's University is a private Catholic institution, owned and administered by the Congregation of the Missions, more popularly known as the Vincentian Fathers, a religious order which runs several universities in the United States, but whose main activities are in the mission fields. St. John's began very humbly in 1870, and remained for a long time a small college with several hundred students. During the past decade, however, it experienced very rapid growth, until now it is the largest Catholic university in North America. During the current academic year the enrolment stands at more than 13,000, and the full-time faculty numbers (or did number) 510. Degrees are awarded in arts and science, business administration, education, law, and pharmacy; and graduate education to the doctoral level is carried on in a number of fields. St. John's, however, has not achieved any real academic distinction, and is more widely known for the prowess of its basketball teams than for the scholarship of either staff or students. Indeed, a recent accreditation review conducted by the New

York State Division of Higher Education led to the closing of three doctoral programs last September.

There can be no doubt that the present controversy has been aggravated by the rapid expansion of the University. As a result of this expansion, the balance within the faculty shifted dramatically away from the Vincentians in the direction of lay staff. As the size of the faculty increased, the number of Vincentians on the staff remained relatively stable while the number of laity increased sharply, with a small increase in the number of secular clergy as well. Thus, while the percentage of Vincentians at St. John's has gone down steadily, the administration of the University remained firmly in the hands of the Vincentian Order. When fundamental differences of opinion on a variety of matters affecting the University arose between the small minority who held the reins of power and the majority who did not, the stage was set for an explosion.

The crisis has been several years in the making. During the early 1960s several abortive efforts were made by a group of faculty to establish a local chapter of the AAUP at St. John's. However, the Vincentian administration continually refused to recognize the existence of such an organization, and even went as far as to forbid the holding of AAUP-sponsored meetings on campus. In the fall of 1964, official recognition was at last accorded the St. John's Chapter of the AAUP; but only after a small faculty group centered in the philosophy department had organized a local of the United Federation of College Teachers (AFL-CIO). This union local was accorded the same refusal of recognition that the administration had previously given the AAUP; and it was not difficult to conclude that the change of heart towards the AAUP was prompted more by fear of what a potentially much more militant union group among the faculty might produce than by any basic warmth towards the AAUP. From this time, the pace of events quickened. Now there were two faculty groups pressing for reforms and reinforcing one another's efforts. Most members of the UFCT were also members of the AAUP; but the union quickly emerged as the more militant group.

The first open break between faculty and administration at St. John's occurred several months later, on March 5, over the bread-and-butter issue of salaries and fringe benefits. The AAUP chapter obtained a copy of the 1964-65 budget of the university and released it to the faculty. This was an official document of the University, signed by

the Treasurer (a Vincentian) and filed, as required by law, with the State of New York. It showed a surplus on operations for the current year of some $2.5 million on income of slightly over $14 million. Even conceding that the accounting procedures involved in establishing these figures were at best somewhat haphazard, this disclosure produced a distinct shock. Faculty made an immediate demand for a raise in salaries, which had a D rating on the AAUP scale; and emphasized their determination by staging a walk-out (some 200 strong) from the spring term general faculty meeting in March.

Matters were brought to a head over salaries. But faculty concern over other issues became immediately evident. During March of 1965, both the AAUP and the UFCT at St. John's presented a four-point program for reform. Only the first of these points involved finance - a request for an immediate 25% increase in faculty salaries and fringe benefits. Other objectives included: acceptance by the administration of the principle of an elected faculty senate and of elected departmental chairmen, and the adoption of a satisfactory statement of principles governing academic freedom and tenure.

The real demands of the faculty were for meaningful faculty participation in university government, a concern not unfamiliar to faculty at Canadian universities. However, these demands were made by a small number of faculty and the implementation of them rendered more difficult by the fact that St. John's is a Catholic university, privately owned and administered by a religious order with a strong tendency towards narrow conservatism in both religious and educational matters. To the Vincentians on the Board of Trustees and in the administration, St. John's is "their university" in a sense more real than is the case with any Canadian university at present. This proprietary attitude constituted one complicating factor. Another complicating factor was the sharp difference of opinion between the Vincentians and the faculty reformers concerning what the aims and objectives of the University should be.

The immediate response of the Vincentians to the demands of faculty for reform was to announce a far-reaching self-survey of the University. Despite some misgivings, it appears that the majority of the faculty were prepared to participate in this study. A temporary Faculty Planning Committee was established, divided into a number of working sub-committees, and a target date of November was established for the completion of the survey. During the summer

events moved closer to a climax. The President of the University was replaced by another Vincentian; but in one of his first official acts the new President moved unilaterally to appoint a Vincentian temporary chairman of the philosophy department. This action, prompted by the resignation of the former chairman for reasons of health, was technically within the competence of the President, who was empowered by the Board of Trustees to make all such appointments. However, it was contrary to a previous announcement, publicly accepted by the new President, that the university was committed to the principle of faculty participation in the selection of departmental chairmen. Thus the suspicions of some faculty, already pessimistic about prospects for substantial reforms, were aroused, particularly since this appointment involved the philosophy department, the area of much faculty unrest.

As a result of faculty reaction to this appointment, the meetings of the Temporary Faculty Advisory Council were conducted in an atmosphere of increasing acrimony, and the Council finally adjourned *sine die*. A decision was made, and then reversed, to have faculty picket the University during registration for the fall term, to show dissatisfaction with the slow pace of the reform program. Friction increased over efforts to develop a mutually satisfactory statement of principles on academic freedom and tenure. A show-down was imminent.

Events during the fall term took on an almost comic opera character, except that there were important issues involved. The AAUP issued a call for an open faculty-administration forum at which all the issues could be aired publicly; but the university authorities again denied the use of their facilities. An attempt to re-convene the Faculty Advisory Council was thwarted by the administration's despatch of campus security officers to bar the doors of the room chosen for the meeting. An attempt by two members of the faculty to hold a teach-in at the students' cafeteria was balked by the simple expedient of pulling the plug on the p.a. system; and two students who had assisted in this action were suspended. Finally, in what one observer has accurately termed an act of both provocation and despair seventeen members of the philosophy department published an ad in several Catholic journals announcing that they were seeking other faculty appointments for the forthcoming academic year.

The climax came on December 15th when, after cancelling the last three class days prior to the Christmas recess, letters of dismissal were sent to thirty one members of the faculty. In all cases, salaries

were to be paid until the end of the contract period - June 30, 1966, in the majority of cases, June 30, 1967, in the others. None of those who received notice had tenure, apparently a very rare privilege at St. John's. In the case of twenty four of those dismissed, a majority of whom were members of the UFCT, the announcement of dismissal also carried with it an immediate separation from the classroom. These individuals were informed that they would not be permitted to return to their teaching duties and were given a specified short period in which to remove their personal effects from the university. Both priests and laity were among those dismissed, and while the majority of those whose contracts were not renewed were persons holding junior academic rank, some were persons of senior rank with considerable reputation as scholars and teachers. Reacting immediately, the UFCT issued a strike call and the strike was on.

When the administration of St. John's University announced the dismissals it also announced the establishment of changes in structure and operation agreed upon by the Board of Trustees as a result of the self-survey conducted over the preceding nine months. If one examines the structure of St. John's as it stands revealed in the beginning of 1966, an impressive number of reforms appear. Whether they are more apparent than real is a matter on which judgments remain violently divided.

There is a new Board of Trustees composed of seven Vincentians and three lay persons. The establishment of a new University Senate has been announced, to be comprised of fifty members, thirty two of whom are to be elected by the faculty, replacing the older senate of eighteen members of the administration plus two faculty members. This new senate is to be the highest legislative body in the university, subject only to the Board of Trustees. Procedures for the nomination of departmental chairmen by the faculty are being established. The AAUP Statement on Academic Freedom and Tenure has been formally adopted, and an improved system of tenure put into effect. Departmental procedures have been revised so as to give departmental faculty members primary control over educational policy, recruitment, appointment, promotion and tenure of faculty in the department. Another upward revision in scalary scales, the third within a year, has been announced.

Critics of St. John's, particularly the dismissed faculty, are quick to make several significant points. Ultimate authority continues to

rest with the Board of Trustees; and control of the Board remains firmly in the hands of the Vincentians - seven to three. The new University Senate, though containing a majority of elected faculty representatives, is deprived of the services of the most vocal and vigorous of potential faculty representatives, those who have been dismissed. The new tenure rules have not been made retroactive. Indeed, one might argue that the dismissal of the thirty one in December - before the revised tenure provisions went into effect - was a cynical act on the part of the administration designed to rid the University of troublesome faculty before having to consider granting them tenure. And finally, there are important issues raised with respect to the meaning to be attached to the University's acceptance of the 1940 AAUP Statement of Principles on Academic Freedom and Tenure.

The Issue of Academic Freedom

Most of the attention at present is focussed on the issues immediately surrounding the dismissals and the strike. The attempts to secure academic due process and the implications of a faculty strike are the issues which tend to hold the spotlight in this multi-faceted controversy. However, beneath the surface there remains the question of academic freedom.

Admittedly, it is rather unlikely that even basic differences of opinion over the meaning of academic freedom would have escalated into the full-blown struggle we see today at St. John's if these differences of opinion had not been accompanied by intransigence and administrative ineptitude of a high order on the one side and by an increased faculty militancy fuelled by frustration on the other. Wars, even of the nonviolent kind currently being waged at St. John's, are seldom fought for purely or mainly 'philosophical' reasons.

Nevertheless, this struggle has roots in a fundamental divergence of views regarding the nature of academic freedom, and how it is to be understood in a church-related institution of higher learning. The issues at St. John's go beyond a struggle by faculty to secure better salaries and working conditions, including tenure; they go beyond the efforts of faculty to secure a greater voice in the affairs of their own university. At bottom, the struggle here involves the meaning of academic freedom in a university such as St. John's. The principal question here is whether academic freedom should mean something different at this University, because it is a Catholic university, from what it means elsewhere. This is the issue which makes the struggle at

St. John's of crucial importance, as well as of great interest, to many people both inside and outside the academic community. For such an issue touches the very heart of the commitment of the Roman Catholic Church in the United States to higher education.

Supporters of the dismissed faculty consistently argue that the main issue in the conflict is academic freedom, claiming that there is no proper academic freedom at St. John's. Administration spokesmen counter by maintaining that academic freedom has been and will continue to be respected at the University; and that what the dissident faculty sought was not freedom but license, license to alter the fundamental character of St. John's. These conflicting statements mark the nub of the problem - basically different notions about what academic freedom at St. John's University should involve.

However insensitive the administration of a university may show itself to be towards the generally accepted principles of academic conduct - and the administration of St. John's has hardly shown itself to be a paragon of sensitivity in these matters - decisions to dismiss a large number of faculty wholesale are not made lightly. Even if an administration badly miscalculates the adverse reaction following upon such a decision - as the Vincentian administration of St. John's appears to have done - it cannot doubt that the institution will suffer heavily as a result. A decision such as the one to dismiss thirty one faculty surely was made as some kind of last resort - in order to avoid what was judged (whether rightly or wrongly) to be an even worse state of affairs.

What was this worse fate, the avoidance of which the administration at St. John's sought by its decisive action? The public statements of both the President and the Board of Trustees make plain the answer. The President has frequently said that the changes in the structure and operation of the University sought by the dismissed faculty would, if implemented, destroy the very identity of the University. In attempting to justify the dismissal action, a Vincentian spokesman stated that what the faculty sought to obtain was ultimate control over academic matters. But this, he said flatly, is impossible. "Anywhere Catholic faith and morals are involved, as in theology and philosophy, the tenets of the Church must be followed. St. John's is under Rome's supervision."

If these statements are to be taken at face value, as I think they should be, they imply that the Vincentians feared that concessions to

the faculty demands for control over the election of departmental chairmen and other matters threatened to subvert, in the name of academic freedom, the very aims and objectives upon which the University was founded. The demands for reform at St. John's made by a group of faculty, in effect, cut right across the Vincentians' understanding of what a Catholic university is. Here lay a real matter of contention.

The St. John's Catalogue states the general objectives of the University as follows:

> "St. John's University has the general objective of offering such opportunities to achieve traditionally classical and professional education as well as enable men and women to develop in learning and culture *according to the philosophical and theological principles and tradition of the Roman Catholic Church.*" (Italics mine)

Such a general statement, or one very much like it, is to be found in the statement of general objectives of most Catholic colleges and universities. Unexceptional in its generality, it may mean much or little depending upon how its vague terms are interpreted and applied by administration and faculty at a given institution. At St. John's, it seems that such aims receive a very definite, and (in the eyes of some faculty) excessively narrow interpretation - at least as they are applied to certain academic departments.

Great emphasis is placed upon these norms as they are applied in the philosophy and theology departments. This is not surprising, since these are two academic areas which impinge upon doctrinal matters; but the results are rather important for a proper understanding of what happened at St. John's. One of the regulations of the University is that Vincentians shall be chairmen of both the department of philosophy and the department of theology. Small wonder that faculty demands for elected departmental chairmen should be viewed with alarm by the Vincentians, particularly when such demands are made by a large number of faculty in the philosophy department.

Moreover, the Vincentians appear to be very anxious to maintain a definite control over the instruction in these same two departments. When the issue of academic freedom at St. John's was first raised by the faculty some months ago, they requested formal adoption by the University of the AAUP Statement of Principles on Academic Freedom and Tenure. The University hesitated, and then indicated that it was

prepared to go along. But there were to be certain reservations. In reference to the AAUP Statement, St. John's officials stated plainly that:

> "It will still be necessary for the Board of Trustees not only to make clear the restrictions on academic freedom which it finds necessary to impose by reason of the nature of St. John's as a Catholic university and the objectives which the Board may adopt, but also to implement these restrictions by practical applications or procedures to insure actual control over these matters, not merely in the departments of theology and philosophy, but in other departments in which matters of faith or morals may be or may become pertinent to the curriculum."

What practical application could be expected for the departments of philosophy and theology was spelled out by the same Vincentian quoted above, who cited Canon 1382 of the Code of Canon Law of the Roman Catholic Church:

> "The study of philosophy and theology and the teaching of these sciences to their students must be carried out accurately by professors according to the arguments, doctrine and principles of St. Thomas (Aquinas) which they are inviolately to hold."

A comment may be made here that this canon is of arguable applicability, since it is to be found in a section of the Code dealing with seminaries, and St. John's is not a seminary. Moreover, it should also be remarked that such a requirement is currently observed for more in the breach than in the practise at Catholic universities and may be said to be little more than a dead letter. Whether such a restrictive regulation is proper and necessary in a Catholic institution and whether, if imposed, it renders such an institution incapable of being classified as a *university* are the twin aspects of the basic "philosophical" disagreement between the Vincentians and the faculty reformers at St. John's.

This type of restriction, say the Vincentians, is both proper and necessary in a Catholic university, in order to promote the basic aims of the institution. This type of restriction, say the faculty group, is incompatible with the true nature of a university, whether it be a Caholic one or not, and poses a false dichotomy which implies that one must choose between having a Catholic institution and a *university*.

It is hardly accidental that the philosophy department became the center of the controversy between administration and faculty at St. John's over the meaning of academic freedom in a Catholic university. As just indicated, restrictions upon the freedom of faculty in this department are very real. As long as the members of the department were prepared to accept such restrictions, either because they agreed with them (as undoubtedly some did) or because they were not prepared to rock the boat, or as long as they were prepared to make their own interpretations of what these restrictions meant, without challenging the basic validity of the restrictions themselves, there was no trouble.

However, when a substantial number of faculty in the philosophy department, accompanied by several of their colleagues in other departments, began a vigorous (sometimes intemperate) campaign for the removal of such restrictions on freedom of teaching and enquiry, the stage was set for real trouble.

What has occurred at St. John's University reflects part of a basic re-examination of the nature and meaning of the Roman Catholic Church's commitment to higher education. In most quarters where this analysis is going on, however, it has not reached the flash-point so spectacularly achieved at St. John's. To-day, more and more members of Catholic institutions of higher learning are rejecting as false the traditional restrictive notion of what academic freedom means in a Catholic college or university. They now regard restrictive regulations like the one cited above as constituting a denial of the academic freedom which both faculty and students are entitled to as persons in search of truth. More and more, they are coming to espouse a concept of academic freedom not substantially different from the one adopted long ago by their peers in the secular university community.

The effort to gain acceptance of this broader concept of academic freedom at St. John's has met with severe resistance. Indeed, it should be noted that some members of the faculty at St. John's, perhaps even a majority, do not accept the concept of academic freedom espoused by the faculty reform group. The University has secured statements from quite a number of the faculty attesting to the fact that they do not consider that there is an absence of academic freedom in the University and that no restrictions have ever been placed upon them in the exercise of their profession. There is no reason to doubt the veracity of such statements. For persons in the fields of law, education,

commerce, the physical sciences, and even history, no restrictions likely ever were enforced. The statements of such faculty may reflect this experience. Such statements may also reflect agreement of these persons with the restrictive interpretation attached to academic freedom by the administration. Certainly, they reflect the fact that this whole issue - of what academic freedom means in a Catholic university - has received relatively little attention to date in Catholic institutions.

However, this same lack of attention is reflected in the broader American academic community. A good meaure of this is maybe seen in the role which the 1940 AAUP Statement of Principles on Academic Freedom and Tenure has played in the controversy at St. John's. As mentioned above, one of the specific requests of both the AAUP chapter and UFCT at St. John's was formal adoption by the University of this Statement. But, by the time the University did agree to adopt the Statement, indeed before this time, the UFCT no longer was willing to accept it as a satisfactory statement of what academic freedom really is.

In the contentious section of the Statement, dealing with the academic freedom of the teacher, we read:

> "The teacher is entitled to freedom in the classroom in discussing his subject, but he should be careful not to introduce into his teaching controversial matter which has no relation to his subject. *Limitation of academic freedom because of religious or other aims of the institution should be clearly stated in writing at the time of the appointment.*" (Italics mine)

This last sentence is the one to which major objections have been raised. In statements issued by the St. John's local of the UFCT, repeated criticism has been raised to this AAUP document. The principal objection is that the 1940 Statement explicitly provides a church-related institution, such as St. John's, with the opportunity to place restrictions upon the academic freedom of faculty members, and implies that any such limitations are to be judged acceptable providing only that they be set down clearly in writing and agreed to by the faculty member prior to taking up an appointment. In the eyes of the St. John's faculty group, such a statement provides a very large loophole through which the administrations of Church-related colleges and universities may escape should they wish. The Vincentian administration of St. John's has indicated clearly that it wishes to avail itself of just such a provision in the AAUP Statement. But this, argue the faculty, amounts to a denial of real academic freedom. Are they correct in their judgment on this basic issue? I think that they are; although

I cannot fault the administration of St. John's for availing itself of the provisions of the AAUP Statement.

The AAUP is itself aware of a need to re-examine the 1940 Statement. A Report of the AAUP *Self-Survey Committee,* issued last spring, mentions three inadequacies in the 1940 Statement. The third involves precisely this point - the expressed limitation on academic freedom in church-related institutions of higher learning. The text of this Report notes that, since 1940, the number of AAUP chapters at religious institutions, both Catholic and Protestant, has risen sharply; and is also acknowledges that several cases which have recently been brought to Committee A (on Academic Freedom and Tenure) have proven difficult to adjudicate on the basis of the present Statement.

At its last annual meeting, in April, 1965, the AAUP unanimously endorsed a resolution (moved, incidentally, by the St. John's University Chapter) which noted the ambiguity of the 1940 Statement on Academic Freedom on this point and urged the establishment of a committee to render the Statement more precise on the meaning of academic freedom in church-related institutions. Such a committee has been formed, but has not as yet completed its work.

One of the many ironies of the situation at St. John's is that, when the crisis came, there was no statement of principles on academic freedom having the authority of the AAUP document which could be referred to readily in support of the faculty's claims to true academic freedom. Undoubtedly, the issues raised at St. John's will provide a useful stimulus towards rendering the AAUP Statement at once more comprehensive and more precise. These amendments should prove to be of great value to the American academic community, particularly for those members of it engaged in teaching and research in the many Church-related institutions. However, the amendments will probably come too late to be of much service to the dismissed faculty members at St. John's.

What the group of dismissed faculty at St. John's are seeking, among other things, is the acceptance in the University of a concept of academic freedom much broader than the one which the Vincentians are prepared to accept, one which is much closer (if not identical with the concept of academic freedom which is currently accepted in secular institutions of higher learning. Regarding academic freedom as essential to the proper functioning of a university, they reject any limitation

upon academic freedom because of the religious character of the institution. In their view, properly qualified faculty should enjoy the freedom to conduct their teaching and research on the basis of professionally acceptable norms, without being required to adhere to any particular set of principles, whether religious, social, or political. In the words of one of the spokesmen for the striking faculty: "What I am concerned about in church-controlled institutions is not what *is* taught, but what *is not permitted to be taught.* I do not think that a genuine university can prohibit the teaching of any point of view, as long as the teacher proceeds in a scholarly, serious and honest fashion."

This notion of what academic freedom means, for a church-related university as for any other university, contrasts very sharply with the viewpoint expressed by a prominent member of the papal diplomatic corps, the Apostolic Delegate to the United States, whose recent remarks are being distributed widely by the administration at St. John's,

> ". . . it cannot be tolerated that, in a Catholic university, . . . anything be taught contrary to definitive Catholic tenets. There is here no question of infringing upon a healthy academic freedom, but of preventing an unhealthy license and ultimate chaos."

This is how the lines are drawn in the conflict over the meaning of academic freedom at St. John's. Because this issue is only one of several about which controversy rages, and because the present impasse shows little indication of being resolved, it is not likely that there will be an immediate clear solution provided for the disagreement. The final outcome is certain to be a significant factor in the future development of church-related colleges and universities in the United States, and as such to affect the entire academic community.

Edward J. Monahan,
Associate Executive Secretary.

UNIVERSITY GOVERNMENT CONFERENCE

The Faculty Association of the University of Western Ontario — in co-operation with the Executive of the Ontario Council of University Faculty Associations — is sponsoring a one day Conference on the theme of *University Government*, to be held at the University of Western Ontario on Saturday, May 7, 1966. The occasion for this conference is the publication of the Duff-Berdahl Commission Report on the same subject, and its purpose is to bring together representatives of all interested groups (Boards of Governors, University Presidents, Faculty Associations, students and government). Further inquiries (about the programme, accommodation, etc.) should be addressed to Professor Stanley G. French, Department of Philosophy, University College, University of Western Ontario, London, Ontario.

NOMINATIONS FOR CAUT EXECUTIVE

At the meetings being held in Sherbrooke on June 14 and 15 the Nominating Committee will present for the consideration of Council the following slate of officers for the year 1966-67. Other nominations may be made from the floor.

Past President — Jacques St-Pierre (Montréal)
President — Gideon Rosenbluth (British Columbia)
Vice-Presidents — H. D. McCurdy (Windsor)
Donald C. Rowat (Carleton)
Sheila Toshach (Alberta)
Secretary — Gerald McKay (McGill)
Treasurer — Roy George (Dalhousie)

Robert W. Torrens, Chairman,
Nominating Committee.

RAPPORT PARTIEL ET PRÉLIMINAIRE SUR LES RÉGIMES DE CAISSES DE RETRAITE DES UNIVERSITÉS AU CANADA

Mireille Lapointe[1]

Ce rapport préliminaire ne porte que sur les régimes de caisses de retraite des universités[2] qui, avant le onze mars, ont soumis le questionnaire sur les bénéfices marginaux. Deux groupes de tableaux descriptifs sont présentés en appendice de cet article: le premier, sur les fonds de retraite progressifs, le second, sur les caisses d'épargne-retraite.

Le fonds de retraite progressif est celui dont le montant des bénéfices se calcule suivant la formule suivante: le produit d'un pourcentage fixe (ou variable) par le nombre d'années de contribution, appliqué à une certaine période de revenus (moyenne des traitements annuels au cours de la carrière, ou moyenne des traitements des "x" dernières années, ou moyenne des traitements des "x" années correspondant aux traitements les plus élèves.

La caisse d'épargne-retraite ne peut se définir par la valeur des allocations à la retraite. Ce régime se définit par un pourcentage de contributions, placées dans des sections à revenu fixe seulement, ou investies dans des sections à revenu fixe et des actions à valeur variable qui, à l'âge de la retraite, permettent l'achat d'une rente viagère au montant des sommes versées et de l'intérêt composé accumulés, ou au montant des sommes versées et de l'intérêt composé accumulés, et de la réévaluation des actions ordinaires.

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[1] Préposée à la recherche au secrétariat permanent de l'Association canadienne des professeurs d'université.

[2] Ces universités sont les suivantes: University of Alberta (Calgary et Edmonton), Bishop's University, Brandon College, University of Guelph, Lakehead University, Université Laval, McGill University, Mount Allison University, University of New Brunswick, Université d'Ottawa, Queen's University, Collège militaire royal du Canada, St. Francis Xavier University, St. John's University, University of Saskatchewan (Regina et Saskatoon), Université de Sherbrooke, Sir George Williams University, University of Toronto, United College, University of Waterloo, Waterloo Lutheran University, University of Western Ontario, University of Windsor.

L'entrée en vigueur du régime de pensions du Canada et du régime de rentes du Québec, le 1er janvier 1966, a provoqué des modifications importantes aux régimes de caisses de retraite existants. Aux universités dotées d'un régime de fonds de retraite progressif, le régime public fut généralement intégré de sorte que le pourcentage de la formule des bénéfices, applicable aux premiers cinq mille dollars du traitement moyen est réduite d'environ 0.5 pour cent. Le pourcentage des contributions demeure stable, une portion de cette somme est versée au régime public. A la lumière des renseignements recueillis auprès de six universités où le régime est du genre caisse d'épargne-retraite, le régime de retraite public fut soit intégré, soit ajouté au régime existant.

Depuis la publication du rapport sur les caisses de retraite l'an dernier[1], quelques universités se sont dotées d'un nouveau régime de caisse de retraite: à l'*University of Guelph,* le régime fut mis en vigueur en janvier 1965, à *Lakehead University,* en septembre 1965, à l'*University of Saskatchewan*, en juillet 1965, à l'*University of Windsor,* en septembre 1965 et à l'*University of Toronto,* il sera mis en vigueur en 1966.

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[1] Bulletin de l'A.C.P.U., volume 13, numéro 4, mai 1965, p. 33.

Tableau 1(a) FONDS DE RETRAITE PROGRESSIFS

Université	formule: pourcentage du traitement moyen	formule: période	contributions du participant comme pourcentage du traitement	Traitement: Signification	Traitement: limite supérieure	Protection contre l'inflation	endosseur de coûts d'opération	âge de la retraite selon le sexe: facultatif	âge de la retraite selon le sexe: normal	âge de la retraite selon le sexe: limite
Alberta[5]	2.0 (1.5)*	max.-5ans	6.0 (4.5)*	de base	16,000	formule et revision périodique	université	H. 60[3] F. 60[3]	65 65	— —
Bishop's	1.0-2.0[1]	max.-10ans	3.0-6.0[1]	de base	aucune	formule	université	H. 57 F. —	67 60	70 65
Brandon	2.0	carrière	6.0	de base	aucune	aucune	université	H. — F. —	68 68	— —
Guelph	1.75 (1.15)*	max.-5ans	6.5	de base	—	formule	—	H. — F. —	65 65	— —
Lakehead	1.5	carrière	6.0	de base	aucune	revision périodique	université	H. — F. —	65 65	— —
Laval	1.85	dernier 5 ans	6.0	de base	aucune	formule	institution de gestion	H. — F. —	67 65	67 65
McMaster	2.0	carrière	5.0	de base	aucune	aucune	université et institution de gestion	H. 65 F. 65	68 68	70 70
New Brunswick	2.0	max.-3 ans consécutifs	3.0-6.0	de base	aucune	formule	gouvernement du N.-B.	H. 60 F. 60	65 65	— —
Queen's	2.0 (1.5)*	carrière	6.0	de base	aucune	aucune	université	H. — F. —	65 65	— —

Tableau 1(b) FONDS DE RETRAITE PROGRESSIFS

Période d'attente pour devenir éligible	dispositions particulières (professeurs) décès avant la retraite	compensation si la rente est insuffisante	emploi au-delà de l'âge normal de la retraite	droit acquis par l'individu qui quitte l'institution avant l'âge de la retraite	formule adoptée par suite de la mise en vigueur des régimes de retraite publics du Canada et du Québec (1er janvier 1966)
—aucune pour prof. agrégé ou titulaire —1 an	—**moins de 10 ans:** contributions de l'individu avec intérêt —**10 ans et plus:** bénéfices accumulés	provision (retraite avant août 1964)	début des prestations	—**moins de 10 ans:** transfert du fonds à un autre régime —**plus de 10 ans:** rente différée	intégration
aucune	contributions de l'individu avec intérêt	ad hoc	contributions additionnelles des deux partis ou rente différée	rente viagère différée au montant des contributions de l'individu plus 20% du montant des contributions de l'université par année après 6 ans	intégration ou supplément
aucune	contributions de l'individu avec intérêt	ad hoc	contributions additionnelles de l'individu	rente viagère différée	—
aucune	contributions de l'individu avec intérêt ou achat d'une rente viagère	non	rente différée	rente payable à 65 ans basée sur les bénéfices accumulés selon la formule	intégration
aucune	contributions de l'individu	non	contributions additionnelles des deux partis	—transfert du fonds à un autre régime ou rente différée basée sur les bénéfices accumulés selon la formule	intégration
aucune	contributions de l'individu ou bénéfices accumulés	ad hoc	début des prestations	—**moins de 5 ans:** remboursement des contributions avec intérêt —**plus de 5 ans:** rente différée basée sur bénéfices accumulés selon la formule	intégration
de 6 à 12 mois	contributions de l'individu et de l'université avec intérêt	ad hoc	contributions additionnelles des deux partis ou rente différée	rente différée basée sur les bénéfices accumulés selon la formule	intégration (provisoire)
1 an	—**moins de 10 ans:** contributions de l'individu et intérêt si plus de 5 ans —**plus de 10 ans:** demi-pension basée sur les bénéfices accumulés	non	contributions additionnelles de l'individu	—**moins de 5 ans:** remboursement des contributions de l'individu —**plus de 5 ans** remboursement des contributions de l'individu avec intérêt	aucune décision
aucune	2 fois le montant des contributions obligatoires versées par l'individu plus intérêt et le montant des contributions additionnelles plus intérêt	provision	rente différée	—rente différée basée sur les bénéfices accumulés selon la formule ou —rente viagère différée au montant des contributions de l'individu avec intérêt	intégration

Tableau 1(a) FONDS DE RETRAITE PROGRESSIFS

Université	formule: pourcentage du traitement moyen	formule: période	contributions du participant comme pourcentage du traitement	Traitement: Signification	Traitement: limite supérieure	Protection contre l'inflation	endosseur de coûts d'opération	âge de la retraite selon le sexe: facultatif	âge de la retraite selon le sexe: normal	âge de la retraite selon le sexe: limite
R.M.C. (Collège militaire royal)	2.0	max.-6 ans consécutifs	6.5(H) 5.0(F)	de base	15,000	formule	gouvernement fédéral	H. 60 F. 60	65 65	— —
St. John's	2.0	carrière	6.0	de base	aucune	aucune	université	H. — F. —	65 65	70 70
Saskatchewan	2.0	max.-6 ans	7.5 (6.0)*	de base	médiane de l'échelle de prof. titulaire	formule	participant: $4.50 par an	H. — F. —	67 67	— —
Sir George Williams	2.0 (1.5)*	carrière	5.0	de base et autres	aucune	aucune	université	H. — F. —	65 65	— —
Toronto	1.5-2.0[2] (0.75-1.0)*	max.-5 ans	5.0 (2.5)*	—	—	formule	—	H. — F. —	65 65	— —
United	2.0	carrière	6.0	de base et autres	aucune	aucune	université	H. — F. —	65 65	— —
Waterloo	2.0	carrière	5.0	de base et autres	aucune	aucune	université	H. — F. —	68 65	— —
Western	2.0	carrière et dernier 10 ans	6.0	de base	aucune	formule	université et participant	H. 55 F. 50	65 65	65 65
Windsor	2.0 (1.28)*	carrière	5.0 (3.2)*	de base	aucune	aucune	université	H. 57 F. 57	67 67	67 67

*Le pourcentage de la formule et le taux de contribution correspond à la valeur réelle de la formule et de la contribution, appliquées à la première tranche de $5,000 du traitement, i.e. excluant le régime de caisse de retraite public

[1]Avant l'âge de 37 ans, le taux de contributions est de 3% et le pourcentage de la formule de 1%; après 37 ans, au taux de contribution établi à 6%, le pourcentage de la formule est de 2%.

[2]Avant l'âge de 45 ans, le taux de contribution est de 5% et le pourcentage de la formule de 1.5%; après 45 ans, le taux de contribution se maintient à 5% et le pourcentage de la formule est de 2%.

[3]L'âge facultatif de la retraite est applicable après 25 ans de service.

[4]Ces droits sont reconnus aux individus qui ont la permanence de l'emploi.

[5]S'applique aux individus qui, au moment de leur première contribution au régime de retraite, ont moins de 55 ans et occupent un poste à temps plein.

Abréviations: H.: hommes; F.: femmes; max.: maximum.

Tableau 1(b) FONDS DE RETRAITE PROGRESSIFS

Période d'attente pour devenir éligible	dispositions particulières (professeurs) décès avant la retraite	compensation si la rente est insuffisante	emploi au-delà de l'âge normal de la retraite	droit acquis par l'individu qui quitte l'institution avant l'âge de la retraite	formule adoptée par suite de la mise en vigueur des régimes de retraite publics du Canada et du Québec (1er janvier 1966)
aucune	demi-pension plus 10% par enfant (max. de 4) basée sur les bénéfices accumulés	non	contributions additionnelles de l'individu	—**moins et plus de 5 ans:** remboursement des contributions de l'individu —**plus de 5 ans:** rente différée à 50 ou 60 ans basée sur les bénéfices accumulés selon la formule	intégration
aucune	contributions de l'individu avec intérêt	non	—	rente différée payable à l'âge facultatif de la retraite et basée sur les bénéfices accumulés	intégration
2 ans	2 fois le montant des contributions de l'individu plus intérêt et les prestations de décès accumulées sous l'ancien régime	provision: après 35 ans minimum de $4000 pour célibataires et de $5000 pour autres	rente différée	—**moins de 15 ans**[4] rente viagère différée —**moins et plus de 15 ans**[4] rente différée payable à l'âge normal de la retraite basée sur les bénéfices accumulés selon formule	intégration
aucune	contributions de l'individu avec intérêt	non	contributions additionnelles des deux partis ou rente différée	rente différée basée sur les bénéfices accumulés selon la formule	intégration
—	demi-pension basée sur les bénéfices accumulés	—	—	—	intégration
aucune	contributions de l'individu avec intérêt	ad hoc	début des prestations ou rente différée	rente différée basée sur les bénéfices accumulés selon la formule	intégration
aucune	contributions de l'individu avec intérêt	non	rente différée	transfert du fonds à un autre régime	intégration
—aucune pour prof. agrégé ou titulaire —1 an	contributions de l'individu avec intérêt et contributions de l'université	ad hoc	—	remboursement des contributions des deux partis avec intérêt ou rente différée basée sur les bénéfices accumulés selon la formule et payable à 65 ans	intégration
—1 an —aucune si l'individu est membre d'un autre régime	contributions de l'individu avec intérêt et 10% des contributions de l'université par année de service au-delà de 11 ans	non	début des prestations	rente différée basée sur les bénéfices accumulés selon la formule	intégration

Tableau 2(a) CAISSES D'EPARGNE-RETRAITE

université	contributions comme pourcentage du traitement: individu	contributions comme pourcentage du traitement: université	traitement: signification	traitement: limite supérieure	protection contre l'inflation	endosseur des coûts d'opération	âge de la retraite: facultatif	âge de la retraite: normal	âge de la retraite: limite
Alberta[5]	6.0-10.0	6.0	de base	aucune	—	université	H. 60[2] F. 60[2]	65 65	— —
McGill	5.0	5.0-7.5[1]	de base et autres	aucune	aucune	institution de gestion	H. — F. —	65 65	70 70
Mount Allison	7.0	8.5	de base	aucune	C.R.E.F.	université	H. — F. —	— —	— —
Ottawa	6.0	6.0	de base et autres	aucune	achat d'actions ordinaires (valeur variable)	université	H. — F. —	60 60	65 65
St. Francis Xavier	5.0	7.0	de base	aucune	C.R.E.F.	institution de gestion	H. — F. —	— —	— —
Sherbrooke	5.0	5.0-7.5[1]	de base	aucune	achat d'actions ordinaires (valeur variable)	université (60%) participants (40%)	H. 55 F. 55 ou 50	65 65	65 65
Waterloo Lutheran	6.0 (4.5)*	6.0 (4.5)*	de base	aucune	aucune	institution de gestion	H. 55 F. 55	65 65	70 70

*Le pourcentage de contribution de l'individu et le pourcentage de contribution de l'université correspondent au taux de contribution réel, appliqué à la première tranche de $5,000 du traitement, i.e. excluant le régime de caisse de retraite public.

[1]Après 40 ans le pourcentage de contribution de l'université passe de 5% à 7.5%.

[2]L'âge facultatif de la retraite est applicable après 25 ans de service.

[3]Les sommes qui auraient été versées à la caisse d'épargne-retraite au cours de la période d'attente peuvent être versées au fonds l'année suivante.

[4]Le participant au régime de caisse d,épargne-retraite doit défrayer le coût de l'employé et de l'employeur sur la portion du traitement où s'applique le régime de retraite public.

[5]S'applique aux individus qui, au moment de leur première contribution au régime de retraite, ont 55 ans ou moins de 60 ans et occupent un poste à temps complet; s'applique également à tous les membres permanents du corps professoral qui occupent un poste à temps partiel.

Abréviations H.: hommes; F.: femmes; max.: maximum.

Tableau 2(b) CAISSES D'EPARGNE-RETRAITE

période d'attente pour devenir éligible	dispositions particulières (professeurs)				formule adoptée par suite de la mise en vigueur des régimes de retraite publics du Canada et du Québec (1er janvier 1966)
	décès avant la retraite	compensation si la rente insuffisante	emploi au-delà de l'âge normal de la retraite	droits acquis par l'individu qui quitte l'institution avant l'âge de la retraite	
—aucune pour prof. agrégé ou titulaire —1 an	—**moins de 5 ans:** contributions de l'individu et de l'université et l'intérêt —**plus de 5 ans:** rente basée sur les bénéfices accumulés	provision (retraite avant août 1964)	début des prestations	—**moins de 5 ans:** contributions de l'individu et de l'université, et l'intérêt —**plus de 5 ans:** rente viagère différée au montant des bénéfices accumulés	ne s'applique pas
30 jours	contributions de l'individu et de l'université et l'intérêt	provision ou ad hoc	contributions additionnelles des deux partis	rente viagère différée au montant des bénéfices accumulés	supplément[4]
1 an[3]	ad hoc	provision	contributions additionnelles des deux partis	rente viagère différée au montant des bénéfices accumulés	supplément (provisoire)
—aucune pour prof. agrégé, titulaire ou assistant —1 an	contributions de l'individu et de l'université ou rente	non	contributions additionnelles des deux partis ou rente différée	transfert du montant total accumulé à un autre régime, à condition que l'individu ne puisse obtenir le remboursement du fonds déplacé	intégration
	rente au montant des bénéfices accumulés par la contribution de l'individu et de l'université	provision (participants avant 1959)	—	rente viagère différée au montant des bénéfices accumulés	supplément (provisoire)
—aucune pour prof. agrégé, titulaire ou assistant —3 mois	contributions de l'individu et l'intérêt	non	début des prestations ou rente différée	rente viagère différée au montant des bénéfices accumulés	—
aucune	contributions de l'individu et l'intérêt	non	contributions additionnelles des deux partis	rente viagère différée au montant des bénéfices accumulés, payable à l'âge normal de la retraite	intégration

J. H. STEWART REID MEMORIAL TRUST FUND

As at March 10, 1966 the total assets of this fund were $16,120. Total contributions to this date amounted to $15,770 and interest on bonds and bank deposits reached $350.

Name of Institution	Num. of Indiv. contributors	Total amount
Acadia	2	$ 52.00
Alberta, Calgary	15	130.00
Alberta, Edmonton	16	240.00
Bishop's	1	25.00
Brandon	1	50.00
U.B.C.	24	381.00
Carleton	12	215.00
Dalhousie	10	185.00
Guelph	7	85.00
Jean de Brébeuf	—	—
Lakehead	14	86.00
Laurentian	2	15.00
Laval	10	397.00
Loyola	7	70.00
Manitoba	99	1,377.50
McGill	32	503.00
McMaster	13	185.00
Memorial	8	54.00
Montreal	9	97.00
Mt. Allison	1	25.00
U.N.B.	4	75.00
Nova Scotia Tech	—	—
Ottawa	6	43.00
Queen's	11	278.00
R.M.C.	1	20.00
St. Francis Xavier	4	80.00
St. John's	3	55.00
St. Mary's	1	4.00
St. Paul's (only fac. assoc. con.)		
Sask. Regina	4	60.00
Saskatchewan, Sask.	7	185.00
Sherbrooke	—	—
Sir George Williams	5	70.00
Toronto	57	1,248.00
United	—	—
Victoria	8	85.00
Waterloo	3	45.00
Waterloo Lutheran	1	5.00
Western	49	928.00
Windsor	6	58.00
York	1	50.00
Osgoode Hall	1	10.00
Prince of Wales	1	10.00
Miscellaneous	7	466.00

CONTRIBUTIONS FROM FACULTY ASSOCIATIONS:

Alberta (Ed.)	$ 200	(they are giving 200. a year for the next four years also)
U.B.C.	$1,000	($500 for two years)
Carleton	100	
Lakehead	87.25	(they have given twice)
Loyola	60	
St. John's	35	
St. Paul's	50	
Memorial	50	
U.N.B.	100	
Saskatchewan	1,000	
Sask., Regina	250	(plus $25.83 and $184. from the Sask. Regina Campus Employees Charitable Donations Plan)
Sir George Williams	200	
Toronto	1,000	
Victoria	200	
Western	510	
and		
C.A.U.T.	2,500	

BOOK REVIEWS

MODERN LITERATURE, Volume I: THE LITERATURE OF FRANCE

(Humanistic Scholarship in America: The Princeton Studies)
By Henri Peyre

Englewood Cliffs, New Jersey: Prentice-Hall, 1966. xiv 242 pp.

The aim of this book is to evaluate American scholarship in the field of French literature in recent decades, exploring in what sense it is characteristically "American", and assessing its relevance to the humanities in general. Professor Peyre includes as Americans some Canadians and those foreign scholars who have taught or published in the United States. Separate chapters, with such coy titles as "Human, all too human humanism," deal with medieval, seventeenth, eighteenth, and nineteenth century French literature and a further chapter, disproportionately long, is devoted to the twentieth century. In each case Peyre first outlines the general movement of American scholarship in the field, pointing out, for example, the philological emphasis in American medieval studies before 1920. He then summarizes major American achievements, like the rehabilitation of Diderot through the work of Norman L. Torrey, Otis Fellows, Herbert Dieckmann, and others, and concludes — the most valuable aspect of the book — by suggesting what remains to be done in the field. Occasional references are made to Spanish, Italian, and German literature, though Peyre's prime concern remains the literature of France.

Peyre's suggestions for further research are frequently provocative, whether he is proposing a study of what Montaigne leaves unsaid, a series of interviews with elderly living authors, "patient monographs" on secondary classical writers (p. 51) or "constructive and suggestive syntheses . . . on the new facets of humanism in the age of the *honnête homme* . . ." (p. 62). In accordance with the book's general plan, some attempt is made to show the special relevance of such suggestions to American scholarship or to humanism in general. For example, Peyre argues that the literature of the *émigrés,* relatively unstudied, could be most fittingly explored by American scholars "in the country, of all countries, where interest should be directed to the problems of psychology and ideology posed by migration and by emigration" (p. 96). Discussing the undistinguished poetry of the First Empire, he suggests that an evaluation of its weaknesses, within the framework of a history of taste, might "provide us with more fruitful lessons than many a

treatise of aesthetics" (p. 97). "For the question has burning implications for us: will Paul Valéry's odes go the way of Delille's? Will Simone de Beauvoir or Nathalie Sarraute be one day the Mme Cottin of our own century?" (p. 97).

Professor Peyre's style is, as always, urbane, leisurely, and unpedantic. His digressions on American life and scholars, and his passing insights into the French authors involved give the book the pleasant tone of an after-dinner speech. But the tone suggests the book's weakness. The very conception of the volume, or perhaps of the series in which it appears, limits its value. For what audience is it intended? This survey of scholarship contains no bibliography and references in the text are incomplete and occassionally inaccurate. According to Professor Peyre, fuller data 'would burden a work of this kind needlessly and prove of interest only to specialists who are already familiar with the tools of their trade" (p. 62). Yet who but a specialist could withstand the barrage of allusions to Jacques Maritain, Bossuet, Lamennais, Edith Kern, A. F. B. Clark, E. B. Borgerhoff, Nathan Edelman, H. C. Lancaster? Or make head or tail out of a reference, without further clarification, to "some valuable articles (such as James Doolittle's)" (p. 48)?

As an *état présent* view of French studies the volume is further limited by both its scope and its focus. Any survey which ranges from Rutebeuf to Robbe-Grillet must be selective, as Peyre recognizes; but the specialist as a result will find new unfamiliar names among the scholars listed in his field. A more serious difficulty is the focusing of the book on American studies. Scholars are unaccustomed to pigeonholing research on the basis of its national origin. One notes with a start, for example, the absence of any reference to Martin Esslin in Peyre's discussion of contemporary French theatre. But Mr. Esslin is British.

A final irritation is the poor editing of the volume. An index faithfully records every proper name cited by Professor Peyre, from Pablo Picasso to Marcel Proust, but excludes titles and literary movements, such as the Pléiade. No consistent policy on the anglicizing of foreign titles has been followed: a single phrase refers to the *Roman bourgeois* and the *Letters from a Portuguese Nun*, while Camus's novel is cited both as *The Stranger* and *L'Etranger*. And surely the book as a whole would benefit had a ruthless editor pruned from one chapter material repeated in another.

Dorothy F. Jones,
The University of Western Ontario.

THE UNREPENTANT PILGRIM

A Study of the Development of Bernard Shaw

By J. Percy Smith

Toronto: Macmillan of Canada, 1965.

Professor Smith's book might be called a portrait of the dramatist as a young man. Its chief purpose is to trace Shaw's spiritual development from "the devil of a childhood," as he himself describes it, to about the age of thirty-eight, when he wrote *Candida.* By that time, he had experienced what Professor Smith sees as a kind of religious "conversion" to a theory of Creative Evolution, which "underlay everything he wrote after about the mid-1890's." (p. 145).

As might be expected, Shaw did not simply embrace a ready-made creed but slowly and painfully arrived at one which suited his own peculiar needs. It is a vision of Man as an instrument of Life, "a vast and ageless process of growth in the direction of mind, a pilgrim's progress from matter to spirit" (p. 252). In practical terms, it gave Shaw's compulsive rhetorical energy discipline and direction.

Just as Shaw's creed was "made-to-measure", his religion one that closely suited his own individuality (p. 159), so his view of the theatre as "a temple of civilization" (p. 200) may be said to have evolved out of his discovery that his own talents were primarily theatrical; and his preference for comic drama over tragic is, as Professor Smith shows (pp. 215-16) a result of Shaw's conviction that the business of the theatre is not to celebrate Man's defeat in a hostile world but "to proclaim his high destiny and urge him on to it."

Since the author's intention is to give us a portrait of the artist rather than a critical study of his art, he touches on the plays only in passing. Yet his treatment of them reminds us that it can be dangerous to approach the art through the artist. While Shaw's dramatic art may be, in one sense, a by-product of his philosophy, it is a mistake to see the plays merely as expressions of that philosophy. Their central dialectic is a conflict between the philosophy and the inhospitable world in which it struggles to exist. The struggle may be inconclusive, in so far as we are made to believe that though battles are lost the

campaign will continue. But in Shaw's comic masterpieces the proponents of this philosophy are essentially baffled clowns. Some emerge as eloquent buffoons, like John Tanner; others like Adolphus Cusins are little more than Shavian wraiths; a few like "Father" Keegan and Captain Shotover are ineffably sad Fools; one at least, Saint Joan is heroic in her folly. But they have one thing in common: they all lose to the children of this world. The living fruits of Shaw's conversion to the service of the Life Force are superb philosophical pratfalls. He would not have been surprised.

W. E. D. Atkinson,
The University of Western Ontario.

NOTICES OF PERSONS AVAILABLE FOR APPOINTMENT**

Box 32. Physiology (or Zoology): Canadian, Ph.D.; ten years experience; able lecturer; special aptitude and experience in organizing student project-type laboratories; active research program with numerous publications; prefers to remain in Canada; details and references on request.

Box 33. Philosophy—Greek: Teaching philosophy as assistant professor. Minimum, $8500. Male, 36. PhL. Ph.D. course work completed. 9 years teaching experience. Specialty — interested in Medieval philosophy, theodicy and ethics.

Box 34. English Literature: Ph.D. (Dissertation on Whitman), U. of Florida. Specialization—Am. Lit. Taught M.A. classes in India in contemporary British Literature, Victorian, Romantic, Augustan and Freshman composition at U. of Florida. Teaching freshman and graduates at Western Illinois U. Published in magazines and quarterlies. Male, 42.

Box 35. Physiology, Invertebrate Zoology or Entomology: M.Sc. Hons., Ph.D., 34. Assistant Professor, 14 years teaching and research experience; strong chemical background, numerous publications, and memberships in learned societies. Seeks senior postion teaching/research in Insect or Invertebrate Physiology. Reference and resume on request. Available June 1966.

Box 36. Professeur *Français*: diplômes français, appartenant aux cadres enseignement français diplômée pour laboratoire et audio-visuel, enseignant actuellement collège américan cherche pour 1966-67 poste dans universités ou autres institutions culturelles canadiennes préférence Sud Ontario ou Québec: langue française, linguistique, pédagogie, littérature ou civilisation. Quatorze ans d'expérience différents pays. A participé à entraîner Professeurs étrangers de français. Peut se rendre à interview.

** Notices of persons available for appointment are carried at $2.00 for 40 words and $3.00 for 50 words. Notices for insertion should be sent to the C.A.U.T. National Office.

Box 37. Political Science: mid-thirties, Ph.D., unusual extensive academic background, research and teaching in both Western and Eastern Europe. Over thirty publications in several languages. Fields: international organization, international relations, comparative government, sovietology, etc. Interested in senior academic position with adequate research facilities.

Box 38. Guidance and Physical Education: Male, M.A. (Guidance and Counseling). Experience—graduate assistant and 2 years high school, 3 years professional football (C.F.L.). Interested in junior appointment in Canadian university. References available.

Box 39. Sociology. M.Sc. in Statistics. Senior Research Assistant in a Demographic Research Centre. Graduate student in Department of Sociology, U. of Chicago since autumn 1964. Interested in Demographic and Social Research assignments.

Box 40. Psychology. M.A. Publications include articles and broadcasts. Two articles and textbook to appear this summer. 4 years teaching experience—largely abroad. CPA member. Age 28. Single. Main interests: Personality, Social, General, Statistics. Available September.

Box 41. Economics/Agricultural Ec. 34, married. M.A. (India), Ph.D. on agricultural economic history expected in 6 months (India); specialization in Agricultural Economics and Economic Development. Nine years teaching experience in Economics/Agricultural Economics in India, currently doing graduate work in Canada. Seeks position as an Instructor. Publications, references and resume on request. Available September.

Box 23. History and Political Science: Male, M.A.'s in History and Political Science with several years' experience of university teaching in Canadian history. Emphasis on development of Canadian autonomy and external relations including Canadian-American and Commonwealth relations. Seeks position in this area. Available spring, 1966.

Box 42. Position sought as instructor in junior or four-year college. Degrees: B.A., University of Minnesota, 1954 (music theory and composition); M.A., University of California, Berkeley, 1965 (Slavic Languages; major area: Russian Language and literature). Graduate study in musicology, 2 years. Post-M.A. study in Russian literature, 1 and ½ years. Organ-choir, recital work, 12 years. Teaching experience, 4 years.

NOTICES OF POSITIONS VACANT*

The Library, The University of Western Ontario, London, Ontario: Vacancies exist on the library staff for at least three *Bibliographic Searchers* for the year beginning July 1, 1966, but earlier appointment possible. Applications will be considered from those whose interest lies in the Humanities and Social Sciences, and who have a reading knowledge of French, and/or German, and/or Spanish. Degree in librarianship not essential but non-professional librarians should have a Master's degree and some experience in bibliographic work. Those interested are requested to write to Dr. J. J. Talman, Chief Librarian, for further information on salary scale, terms of employment, etc.

University of Saskatchewan, Saskatoon, Saskatchewan: *Department of Electrical Engineering*. A new position is available in the Department of Electrical Engineering at the University of Saskatchewan at the Assistant or Associate Professor level to assist with the general Electrical Engineering teaching program at the undergraduate level and to develop a postgraduate teaching and research program in electric machine theory or related fields. Applicants should have a Ph.D. and background industrial experience. Salary: Assistant Professor $8,200-$11,200; Associate Professor $11,600-$14,600. Applications should be made to Dean A. D. Booth, Head, Department of Electrical Engineering, University of Saskatchewan, Saskatoon, Saskatchewan.

University of Saskatchewan, Saskatoon, Saskatchewan: *College of Pharmacy*. Appointment at one of the professorial ranks in each of: Pharmacognosy, Pharmacy Administration, Pharmaceutical Chemistry. Qualifications required: Ph.D. or equivalent qualification in the area of specialization. Other graduate qualifications plus experience will be considered. Nature of duties: Undergraduate teaching; teaching and direction of graduate research students; assistance in section administration and College extension activities. The salary schedule is as follows: Assistant Professor, $8,200 - $10,600; Associate Professor, $11,000 - $13,600; Professor, $14,000 up. The level of appointment is determined by training and experience. Date of appointment: effective from July 1 1966, or as agreed. No fixed closing date for receipt of

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* Notices of positions vacant are carried free of charge.

applications; applications are now being considered. Applications with a *curriculum vitae*, a recent photograph, and the names of three referees, should be sent to: Dean W. C. MacAulay, College of Pharmacy, University of Saskatchewan, Saskatoon, Saskatchewan.

The University of Alberta, Calgary, Alberta: *Department of Modern Languages.* Applications are invited for the position of Professor of French or Associate Professor of French; Assistant Professor of Spanish; Assistant Professor of Russian or Instructor in Russian. Salary ranges: Professor, $15,000; Associate, $11,350 - $15,000; Assistant, $8,200 - $11,250. Applications, which should include curriculum vitae, a recent photograph and (a) transcripts and the name of three referees or (b) for senior appointments, a list of publications, to be sent to Dr. J. E. Oyler, Head, Department of Modern Languages, University of Alberta at Calgary, Calgary, Alberta.

McGill University, Macdonald College P.Q.: The *Department of Agricultural Physics* has openings for lecturers, Assistant and Associate professors, in physics and in mathematics. Subjects of instruction include such topics as general first and second year physics, biophysics, atomic physics; calculus, numerical methods and statistics (including biometrics). Duties will include instruction at the undergraduate and graduate level, and the direction of graduate research. Duties could be assumed immediately in some cases. Salaries, according to qualifications, are based on minima of $6,800, $8,300 and $11,000 for lecturers, Assistant and Associate Professors, respectively. Write Professor R. H. Douglas, Department of Agricultural Physics, Macdonald College, P.Q., and include *curriculum vitae* and references.

Mount Allison University, Sackville, New Brunswick: The *Department of Classics.* Applications are invited for a teaching post. A primary interest in Greek and Latin Literature is desirable. Duties to begin with the 1966-67 session; rank and salary dependent on qualifications and experience. Applications should be sent to Dr. J. E. A. Crake, Head, Department of Classics, Mount Allison University, Sackville, New Brunswick.

Sir George Williams University, Montreal, Quebec. Computer Center. Assistant Professor of Numerical Analysis and/or Statistics and/or Computer Sciences with a good background in computer applications is needed to design and help set up an undergraduate Computer Science

programme. Also to do research in Computer Sciences. Ph.D. or M.Sc. with equivalent experience is required. Salary commensurate with experience. Apply Professor G. Martin, Director, Computer Center, Sir George Williams University, Montreal, Quebec.

McMaster University, Hamilton, Ontario: *Department of Russian*. Applications are invited for the following appointment: Associate Professor, Russian Language and Literature. Applicant should have a Ph.D. in Slavic Studies, specialization in Russian Language and Literature and experience in undergraduate and graduate work. Appointment begins July 1, 1966. Applications, with curriculum vitae and names and addresses of referees, should be sent to: Dr. L. J. Shein, Chairman, Department of Russian, McMaster University, Hamilton, Ontario. Salary will be discussed upon receipt of application.

Lethbridge Junior College, Lethbridge, Alberta: Applications are invited for ten newly-created posts: (1) English - specify field; (2) History - European; (3) Psychology - General; (4) Anthropology - Sociology; (5) Music - specify field; (6) Art; (7) Chemistry - organic chemist, one competent in Biochemistry preferred; (8) Geography-Geology - Physical or Economic Geography and Introductory Geology; (9) Mathematics - Analysis preferred; (10) Biology (Botany) - Genetics and Plant Taxonomy. Appointments for September 1, 1966. Associate Professors $11,350 - $15,000; Assistant Professors $8,200 - $11,250. Applicants should write to Carl B. Johnson, Principal.

Sir George Williams University, Montreal, Quebec: *Faculty of Arts*. Associate Professor or Professor of Education required to develop a program in Education within the Faculty of Arts. Ph.D. or Ed.D. preferred, M.A. or M.Ed. minimum. Salary $11,000 or higher. Position open July 1 or as arranged. Write to J. W. O'Brien, Dean, Faculty of Arts.

The University of Western Ontario, London, Ontario: *Faculty of Engineering Science*.

1) *Civil, Electrical and Mechanical Engineers* — Wanted to assist in development of undergraduate, graduate and research programs in one or more of the following areas: fluid mechanics, thermodynamics, mechanics, control systems, and engineering graphics. Minimum salary

for assistant professors, $8500 plus opportunities for summer research supplements. Strong theoretical background or industrial experience desirable.

2) *Bio-Engineering.* Positions open to engineers with experience in the biological or medical sciences, including air and/or water pollution control, and noise abatement. Appointments would involve teaching and research in an expanding bio-engineering program. Minimum salary for assistant professor $8500 plus opportunities for summer research supplements. Strong theoretical background or industrial experience desirable.

Apply to the Secretary, Faculty of Engineering Science, The University of Western Ontario, London, Ontario, Canada.

University of Saskatchewan, Saskatoon, Saskatchewan: Extension Division. Applications invited for:

Associate Professor and Senior Extension Specialist, Community Development, effective July 1, 1966. Duties: (1) To teach extension educators subject matter relating to regional and community development in a post-graduate professional training program in Continuing Education through the University's College of Education; (2) To conduct and/or supervise research relating to regional and community development; (3) To develop a non-credit training program for extension educators involved in regional and community development programs; (4) To provide consultation and reference materials to individuals, organizations and communities challenged by economic and social development. Qualifications: Candidate must have completed a Master's degree, with preference given to Ph.D. applicants. Background in the social sciences essential. Previous experience in extension, regional or community development programs desirable. Rank and salary: Appointee will have academic rank with excellent fringe benefits. The 1965-66 Associate Professor salary range is $11,000 to $13,600 but final rank offered will depend on qualifications for the position.

Specialist - Community Development, effective July 1, 1966. Duties: (1) To develop a non-credit training program for extension educators involved in working with the Indian and Métis population in Saskatchewan; (2) To provide consultation and reference materials to individuals, organizations and communities working with the Indian and Métis population; (3) Depending on interests and qualifications,

to teach to extension educators subject matter relating to community development programs in the context of Indian culture in a post-graduate professional training program in Continuing Education in the University's College of Education; (4) To conduct research and experimental programs relating to the above duties. Qualifications: Preference will be given to candidates who have completed the Master's or Ph.D. degree. Understanding of the Indian and Métis culture essential, with preference for a background in the social sciences. Previous experience in extension-type programs, community or rural-development programs desirable. Rank and salary: Depending on qualifications, appointee may have academic rank with excellent fringe benefits. Salary range: Extension Specialist - $5700-$8700; Assistant Professor - $8200-$10,600.

Further information and applications forms are available from: Dr. Harold R. Baker, Director, Extension Division, University of Saskatchewan, Saskatoon, Saskatchewan.

University of Ottawa, Ottawa, Ontario: Department of Civil Engineering. Challenging opportunity in a new, expanding department to aid in the establishment of undergraduate and graduate courses and research work. Positions presently available in structural mechanics and in hydraulics. Ph.D. or equivalent research experience required. Contact: J. D. Scott, Chairman, Department of Civil Engineering, University of Ottawa, Ottawa 2, Ontario.

University of Ottawa, Ottawa, Ontario: Department of Geology. One year appointment of Mineralogist-Petrologist to supply for Professor on leave of absence starting first of September 1966. Location in Canada's Capital with superb library and research facilities; large active geological community with two Universities and Geological Survey of Canada. Duties: 9 contact hours teaching mineralogy. Salary commensurate with experience. Address application to Chairman, Department of Geology, University of Ottawa, Ottawa, Ontario.

University of Manitoba, Winnipeg, Manitoba: Faculty of Education. Staff opening in Speech Education. Qualifications: Experience in speech education and speech therapy essential; Master's degree or higher standing preferred. Requirements: To teach undergraduate and graduate courses and to do speech therapy. Rank and Salary: Assistant

Professor, $8,500 - $11,000. Pension plan, group insurance, hospitalization and other benefits available. Enquiries should be sent to the Dean, Faculty of Education, University of Manitoba, Winnipeg 19, Manitoba.

University of Saskatchewan, Regina Campus, Regina, Saskatchewan: Department of Modern Languages, German Section. Applications are invited for the post of Lecturer or Assistant Professor of German for 1966/67 and/or 1967/68. Rank and salary will depend on qualifications and experience. The present salary scale for Lecturers is $6,500-$8,500 and Assistant Professors $8,200-$10,600. The candidate will be expected to teach both elementary language and a more advanced class in 19th century literature. An interest in Language Laboratory teaching (though not necessarily experience) would be a recommendation. Applications together with the names of three referees should be submitted not later than March 31, 1966, to Dr. P. M. Daly.

Bishop's University, Lennoxville, Quebec: Department of Biology. Lecturers or Assistant Professors. (1) Animal Physiology, preferably Vertebrate. Though person with considerable competence in Biochemistry is desired, others would be considered seriously. Appointee is to plan, with Plant Physiologist, a joint course in Cellular Biology. (2) Geneticist or Microbiologist. Geneticist - responsibility for instruction in Cytology-Cytogenetics-Genetics sector. Interest in Molecular Genetics would be very suitable. Microbiologist - competent in both Bacteriology and Mycology. Additional interest in Plant Pathology or Virology ideal. (1) and (2) - Ph.D. completed or in near prospect. Interest in undergraduate teaching and research. Start August, 1966, in new quarters. Salary depending on qualifications and experience. Apply Dr. A. N. Langford, Head, Department of Biology.

University of Saskatchewan, Saskatoon, Saskatchewan: Department of Electrical Engineering. Applications are invited to fill vacant positions at the Assistant or Associate Professor level in the Department of Electrical Engineering. Applications should have a Ph.D. or several years industrial or teaching experience and be interested in research. Duties will include teaching at the Undergraduate and Graduate level. Openings exist in the following areas: Electric Machinery and Power, Biomedical Engineering and Solid State and Thin Film Electronics. Applications should be addressed to Dean A. D. Booth, Dean of Engineering, University of Saskatchewan, Saskatoon, Saskatchewan.

Université d'Ottawa, Ottawa, Ontario: Département de Génie Civil. Postes d'avenir dans un nouveau département en expansion, pour aider à l'établissement de cours pour sous-gradués et gradués ainsi que des travaux de recherches. Des postes sont actuellement vacants en mécanique de structure et en hydraulique. Un doctorat ou une expérience équivalente en recherches est requis. S'adresser à: J. D. Scott, Directeur, Département de Génie Civil, Université d'Ottawa, Ottawa 2, Ontario.

Lakehead University, Port Arthur, Ontario: Applications are invited for the following posts: Assistant and Associate Professors of Economics; Assistant Professor of Political Science; Associate Professor of Sociology; Assistant and Associate Professors of Geography; Lecturer and Associate Professor of English. Lecturer, $6,900 X $300; Assistant Professor, $8,600 X $400; Associate Professor, $10,800 X $400; Professor, $14,000 X $400. Apply to the President.

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